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ABSTRACT

This Master's degree project developed a program for decreasing disruptive student behavior in order to increase the amount of on-task time in the classroom. Types and occurrences of disruptive behavior were documented over a 6-week period in two classrooms at each of two junior high schools (grades 6-8) in Illinois. Analysis of the data revealed that students' inability to act appropriately in a the classroom may be due to a decline of the family structure, to the adolescent development process, and to a lack of motivating lessons. Instructional response to these possible causes had not improved student motivation. Reviews of curricula and instruction revealed an overemphasis on teacher-directed instruction and a lack of student interaction during lessons. An analysis of the classroom setting, combined with strategies suggested by a literature review resulted in an action plan for intervention: (1) teaching of group skills for use in cooperative problem-solving activities; (2) development of of activity-based lessons; and (3) organization of base groups to foster a sense of community within the classroom. Post-intervention data indicated a decreased number of disruptive behaviors in one school, and a minimal effect on behavior in the other school. (Contains 26 references. Thirty-one appendices include record forms, letters, assignments, and worksheets.) (TM)

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ED 389 427

MOTIVATING STUDENTS TO APPROPRIATE BEHAVIOR

by

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Submitted in partial fulfillment of the requirements for the

degree of Master's of Arts in Teaching and Leadership

Saint Xavier University & IRI/Skylight

Field-Based Master's Program

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Abstract

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DATE: May 1995

TITLE: Motivating Students to Appropriate Behavior

ABSTRACT: This report describes a program for decreasing disruptive student behavior in order to improve the amount of on-task time in the classroom. The targeted population consists of junior high school students in stable, middle class, suburban communities, located in northeastern Illinois. The problem of disruptive behavior has been documented through anecdotal records revealing the number of students involved and types of behavior exhibited.

Analysis of probable cause data reveals that the students' inability to act appropriately within the classroom setting may be due to the decline of the family structure and the teenage development process. Instructional response to these possible causes has not advanced motivation in students. Reviews of curricula content and instructional strategies revealed an overemphasis on teacher directed instruction and a lack of student interaction during lessons.

Solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, has resulted in the selection of three methods of intervention: the teaching of group skills for use in cooperative problem solving activities; the development of activity based lessons; and the organization of base groups to foster a sense of community within the classroom.

Post intervention data indicated a decreased number of inappropriate behaviors and increased on-task time for the students within School A, Classrooms W and X. Within School B, Classrooms Y and Z, no consistent change was indicated by the data collected.

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Chapter 1

Problem Statement

The sixth, seventh, and eighth grade students, at the targeted junior high schools, exhibit disruptive behavior that interferes with learning as evidenced by teacher observations, classroom disturbances, incomplete assignments, and anecdotal records.

Description of Immediate Problem Setting (School A)

Junior High School A is a part of the Chicago Ridge School District 127.5, and is located in Chicago Ridge, Illinois. The facility is a junior high school within a medium sized elementary district. The junior high school was opened in 1970, and at present contains 18 regular education classrooms, three special education rooms, and a gymnasium. In addition, the facility houses the administrative center which includes the office of the Superintendent, Business Manager, and related support personnel.

The School's administrative structure consists of a Principal and a Head Teacher. While the Principal is responsible for overseeing both the student body and the teaching staff of the school, the Head Teacher's duties include administrating

disciplinary actions and acting as an interim Principal when needed.

According to the 1993 School Report Card released by the Chicago Ridge School District, the total number of teachers within the district is 59; 13.7 percent are male and 86.3 percent are female. The racial background of the district staff is 100 percent white. The average teaching experience within the district is 14.9 years; 62.4 percent of the staff have bachelor's degrees and 37.6 percent have master's degrees or above. The average salary of the teachers is $33,913. District wide, the pupil-teacher ratio is 20.4:1, and the pupil-administration ratio is 177.3:1. The average expenditure per student is $4,219.

The junior high school's teaching staff consists of 14 educators; 12 are regular education teachers and two are special education teachers. Of the 14 teachers, 21 percent are male and 79 percent are female. In addition to the educational staff, School A shares a media consultant, a band director, a social worker, and a nurse with the two elementary schools within the district. The racial background of the staff is 100 percent white.

The teaching staff of the junior high school is responsible for the educational achievement of 120 seventh grade students and 105 eighth grade students, for a total of 225 children. The racial/ethnic background of the school's student body is 91.6 percent white, 2.2 percent black, 4.4 percent Hispanic, 0.9 percent Asian/Pacific Islander, and 0.9 percent Native American. The student population also consists of 16.4 percent low income students; 1.8 percent of the students are limited-English-proficient. Student attendance at School A is 94.8 percent. The chronic truancy

rate and the number of chronic truants are both zero percent. The student mobility rate is 14 percent.

Students at the junior high school are ability grouped into four classes per grade level. The curriculum requires 43 minutes per day for the instruction of mathematics, science, and social studies, and 86 minutes per day for the teaching of language arts. The average class size at School A is 30 students for each seventh grade class, and 26.2 students for each eighth grade class. Included in the high ability class at each grade level is a cluster grouping of gifted students. There are eight identified seventh grade gifted students and 10 identified eighth grade students. In addition, 15 special education students are mainstreamed into regular education classrooms when deemed appropriate.

Description of Surrounding Community (School A)

Located in Northeastern Illinois, Chicago Ridge is a part of Cook County and is a southwest suburb of Chicago, Illinois. The community is surrounded by the suburbs of Alsip, Bridgeview, Oak Lawn, and Worth.

Two school systems serve the educational needs of the Chicago Ridge population. One is Our Lady of the Ridge, a private school, and the other is the Chicago Ridge School District. Both school systems serve children enrolled in kindergarten through the eighth grades.

The educational facilities within District 127.5 include two elementary buildings and one junior high school. The total student enrollment for the district is 1,064 students. This figure allows District 127.5 to be classified as a medium size

elementary district according to Illinois state standards.

Housed within the junior high building is the central administrative office of the Superintendent, Business Manager, and other related support personnel. All three schools within the district have both a Principal and a Head Teacher who are responsible for the daily operating procedures of their assigned buildings.

As of the 1990 District Census Profile, compiled by Metrostat, the total population of Chicago Ridge, Illinois, was 12,945. The community is composed of 35.8 percent single family homes and 64.2 percent rental units. The racial composition of the community is 98.1 percent white; 0.3 percent black; 0.1 percent American Indian, Eskimo, or Aleutian; 0.8 percent Asian or Pacific Islander; and 0.7 percent other. The population can be further broken down by age; 23.5 percent are from age zero to 18 years; 65.7 percent are from 19 to 64 years; and 11.0 percent are from 65 years of age or older.

The Chicago Ridge community consists of 5,247 households; 28.9 percent are households with one or more person 18 years of age or under; and 71.1 percent are households with no person 18 years of age or under.

The household income within the Chicago Ridge community ranges from less than $5,000 to $150,000 or more; 23.4 percent of the households receive an income of under $20,000; 26.3 percent receive $20,000 to $34,999; 18.9 percent receive $35,000 to $44,999; 14.4 percent receive $45,000 to $54,999; 15.3 percent receive $55,000 to $99,999; and 1.7 percent receive $100,000 or more.

The educational attainment for those persons 18 years of age and over within the community is varied. Less than a ninth grade education was received by 4.1 percent of this population. Furthermore, 14.4 percent of the population acquired a ninth to twelfth grade education without receiving a high school diploma and 38.1 percent obtained a high school diploma. In addition, 24.7 percent received an associate's degree; 8.8 percent obtained a bachelor's degree; and 3.5 percent acquired a graduate or professional degree.

Description of Immediate Problem Setting (School B)

According to the 1993 School Report Card, School District 128 prides itself on providing a cost effective, quality education to its students. The school district is an elementary one consisting of kindergarten through second, third through fifth, and sixth through eighth buildings. The junior high building was built in 1975 to serve an ever growing community. In consists of a large band-music room, gymnasium, double science lab, library, computer lab, art room, nine classrooms, and a multipurpose room that serves as a cafeteria. The building is meticulously maintained.

The population of the community is 97.1 percent white, 0.4 percent black, 0.8 percent Hispanic and 1.6 percent Asian. The population qualifying as a low-income and limited English is 0.0 percent. The junior high has an attendance rate of 95.2 percent, a student mobility rate of 1.9 percent, and a truancy rate of 0.0 percent.

The average class size varies from 25 students per sixth grade to 19 students per eighth grade. The total enrollment of the junior high is 243 students. The core

subjects (mathematics, social studies, and science) are taught 40 minutes per day, five days a week, while English is taught 80 minutes a day, and includes reading instruction. The junior high has a Principal, whose role is to administrate school policy, and a Head Teacher, who serves as an assistant to the Principal. Classes are heterogeneously mixed. Special education students are mainstreamed when appropriate to their ability.

The teachers and administration are 100 percent white; 6.6 percent are male and 93.4 percent are female. The average teaching experience is 17.2 years with 43.5 percent holding Bachelor's degrees and 56.5 percent holding Master's degrees or above. The pupil-teacher ratio is 17 to 1 with a pupil-administration ratio of 174 to 1. The teacher's average salary is $36,831 with $5,458 per year spent on each student.

Description of Surrounding Community (School B)

Junior High B is located in Palos Heights, a southwestern suburb of Chicago. Surrounding communities are Worth, Palos Park, Alsip, and Crestwood. The district is served by St. Alexander and Incarnation, private schools, and District 128, a public school system. According to the District 128 School Report Card 1993, the district consists of three buildings, housing primary, intermediate, and junior high grade levels. The junior high building lodges the main district office and special service offices. It is a medium-sized school district with a total enrollment of 697 students; 240 of them are at the junior high level.

The Chicago Tribune Demographic Summary Report 1993 states that the median households income is $63,979. The population is 97 percent white

and 2.8 percent other. The average home value is $170,117 with 87 percent of the people living at a single address and 12 percent living in a rental unit. Most residents have been living in this community for over eleven years. Households with children are 43 percent of the population, and those without, 56 percent. Thirty-five percent of the population of Palos Heights is aged 25 and under, with 20 percent of that between the ages of six and twelve. Fifty-two percent of the people are between 25 and 55 years of age, and 22 percent are 55 and older (Claritas, 1989).

While 69 percent of the community holds white collar jobs, 21 percent have blue collar jobs. Occupations include 38 percent professional and business, 25 percent wholesale and retail trade, and 25 percent in manufacturing and construction. The educational level is a follows: 39 percent completed high school and 24 percent completed college and have advanced degrees. The community is listed as one of the safest places to live and has a very low crime rate.

Regional and National Context of Problem

The problem of inappropriate student behavior in the junior high school classroom is affirmed by anyone who has ever been in contact with this age group of students. Behavioral issues that affect the classroom environment, and the learning that should take place there, are spread across all demographic areas pertinent to education.

In a 1993 synthesis of research, Wang, Haertel, and Walberg analyzed the content of 179 handbook chapters and reviews, compiled 91 research syntheses, and surveyed 61 educational researchers to create a knowledge base of 11,000 statistical

findings. This data shows a reasonable consensus of the most significant influences on learning over the past 50 years. The findings indicate that "student aptitude", including metacognitive processes, cognitive processes, social and behavioral attributes, and motivational and affective attributes, were among the most important of the 28 categories of influence on school learning cited in this study. In ranking these 28 categories by their relative influence on learning, the "social/behavioral attributes" rank as the sixth most important.

> Given the social nature of schooling, "social and behavioral attributes" constitute an important category. Children who frequently engage in disruptive behaviors, such as talking out of turn or hitting other children, often perform poorly in school, while children who engage in constructive behaviors are most likely to perform well (p. 75).

The category of "classroom management" ranked as the most influential because effective management will increase student engagement and decrease disruptive behaviors.

Specific to the problems in junior high schools, Bracey (1993) explains that the inappropriate behaviors of teenage students are attributable to the more impersonal and competitive nature of the junior high than what the students experienced in the elementary grades.

> ...this shift in school environment does not fit the needs of young adolescents. Just as these youngsters are bidding for more autonomy, the middle school controls them more, just as they are entering a period of increased self-

consciousness, the middle school promotes social comparisons (p. 731). The students are therefore less focused on academics while struggling with their perceptions of how they "fit in" among their peers. The need to be popular with the other students overrides any attempts by educators to keep the students on task in the classroom. These students perceive success in academics to be contrary to success in social situations.

When identifying the type of behavior exhibited by the students for which the problem statement of this paper applies, a match to Spaulding's (1992) description of the antiauthority/peer-oriented (style B) student is evident.

> Style B: Initiates inappropriate, self-directed activity; initiates inappropriate social interaction; resists teacher directions and instructions; delays starting or finishing tasks; pretends to conform; checks on teacher's attention, defensively (p. 170).

These "style B" students exhibit coping strategies described by Spaulding (1992) as anti-authority, peer-oriented, and resistant. These students have an extrinsic motivational orientation. As they resist teacher directives and school rules these students look for peer support and acknowledgement. Their motivation is not self-gratification, but it is the student's intention to openly defy the authority of the teacher and disrupt the classroom procedures.

The disruptive behaviors observed in junior high classrooms may be initiated from less than ten percent of the student population. The few students in each classroom who exhibit inappropriate behaviors distract the attention of motivated

learners and instructors. The social and interactive nature of the classroom gives the junior high students and teachers an opportunity to challenge each other toward the discovery of cooperative learning experiences.

Chapter 2

PROBLEM EVIDENCE AND PROBABLE CAUSE

Problem Evidence (School A, Classroom W)

In order to document the extent of disruptive behavior in classroom W, anecdotal records of student behavior and checklists consisting of the number of disciplinary passes, misconduct/detentions, parental contacts, and teacher/parent conferences were obtained over a six week period of time beginning August 29, 1994, through October 7, 1994. It is school A's policy that individual teachers initially address behavioral problems through after school passes and parental contacts before issuing the student a misconduct report from the principal or head teacher. However, students may receive a misconduct report for misbehaviors listed directly in school A's discipline handbook without prior handling by the teacher.

Of the 27 students in classroom W, 26 were involved in this process over the six week time period. Discipline records to aid in the recording process (Appendices A and B) were developed by the researcher. A summary of the types of behaviors and number of disruptions is presented in table one.

Table 1

Number and Categories of Disruptive Behaviors

August 29, 1994 through October 7, 1994

Behavior	Number of Incidents	Number of Students
Talking	33	11
Physical Fighting	3	3
Throwing Items	3	3
Running	1	1
Pushing	1	1
Off-Task	2	2
No Assignment	52	20

Of the 95 incidents of disruptive behavior recorded for the six week time period, 56 percent were related to academic tasks; 35 percent dealt with talking within the classroom; three percent involved physical fighting between students during classroom instruction; five percent included classroom behavior that disrupted the learning process; and two percent dealt with behaviors that kept students off-task. Upon further analysis of the discipline records, 46 percent of the students were involved in more than one disruptive behavior. Whereas, 19 percent of the class acted appropriately and demonstrated no disruptive behaviors.

Anecdotal records concerning disciplinary consequences were also kept by the researcher for the same six week time period (Appendix C). A summary including the types of consequences and number of incidents is presented in table 2.

Table 2

Number and Type of Disciplinary Consequences

August 29, 1994 through October 7, 1994

Type of Disciplinary Consequence	Number of Incidents	Number of Students
Warnings	35	13
Teacher to student talk	6	3
After school pass	2	2
Misconduct (Detention)	2	2
Sent to office	2	2
Parental Contact (Telephone/Letter)	18	10
Conference/Staffing	1	1

Of the 66 disciplinary consequences recorded for the six week time period, 53 percent were warnings to students concerning their disruptive behavior; nine percent were teacher to student discussions pertaining to their behavior; three percent dealt with the researcher keeping the student after school for one half hour; six percent involved the principal or head teacher; and 29 percent dealt with some form of parental contact either by telephone or letter. The anecdotal records also revealed that 54 percent of the students who acted inappropriately received one or more disciplinary consequences. Based on the data collected over six weeks, the researcher concludes that although the students exhibit several disruptive behaviors, the inability to

complete academic assignments and excessive talking within the classroom interfere with the learning process the most. Since the data gathered is from the first six weeks of the school year, the information presented suggests that the high percentage of incomplete academic assignments may be due to the students finding it difficult in adjusting from a self contained elementary setting to a departmentalized junior high school atmosphere. In addition, at the onset of the school year, the researcher observed many established friendships within the classroom. The researcher concludes that the high percentage of students involved in the disruptive behavior of talking could be due to the fact that the students are comfortable with one another and therefore exhibiting a social activity common to adolescents.

Problem Evidence (School A, Classroom X)

Classroom X is a mathematics class with twenty-six seventh grade students. The students are heterogeneously grouped from the seventy-eight regular education students. None of the students have been identified as gifted or in need of special services. The class meets daily from 10:47 a.m. to 11:30 a.m.

On the first day of the school year students listed the rules they thought were appropriate for the classroom. After sharing their lists with a partner a class discussion narrowed the rules to the following:

1. Come to class with books, supplies and assignments.
2. Keep hands, feet, and objects to oneself.
3. Raise hand to be recognized before speaking.
4. Follow directions of the teacher.

The students would also be accountable for the rules listed in the school handbook and discipline code.

A list of consequences, including suggestions from the students and teacher was discussed. The following were agreed to by consensus:

1. Warning
2. After class conference with teacher.
3. Written behavior reflection.
4. Phone conference with parent.
5. After school pass or misconduct.

In addition to these rules and consequences a rewards category was added. The class rewards were also suggested by the students. The teacher agreed that students who regularly exhibit appropriate behaviors could be rewarded with free time, study time, game time, and homework passes.

Documentation of the disruptive behaviors in classroom X was gathered through anecdotal records of the students' behaviors. The evidence was gathered in classroom X for six weeks from August 30, 1994 through October 7, 1994. The checklist and summary sheets of behaviors (developed by the co-researcher) give evidence to the results in the following two tables.

Table 3

Categories of Disruptive Behaviors

Behavior	Number of Incidents	Number of Students
Talking	74	19
Throwing Items	3	3
Running	2	2
Pushing	1	2
Off-task	3	3
No Assignment	141	24

Of the nineteen students who cause a disruption in the learning process of the class by talking out loud two students were responsible for 36 incidents. Eight students interfered with the lesson presentation three, four, or five times each and the remaining eleven students were disruptive only once or twice within the six week period of documentation. In this classroom a student talking out loud is considered disruptive only if it interferes with the class discussion or presentation by the teacher or a reporting student. Of the twenty seven actual class days only four days during the first two weeks of school were free from any of these incidents.

Curwin and Mendler (cited in Burke, 1992) report that "about eighty percent of the students rarely break the rules...fifteen percent of the students break the rules on a somewhat regular basis...five percent cause the most problems." The documentation of classroom Y reveals about sixty percent of the students rarely break the rules; more than thirty percent of the students break the rules on a regular basis; almost ten

percent of the students cause the most disruptions.

The students' inability to complete homework assignments has not proven to be particularly disruptive to the class environment but does keep individual students from acquiring the necessary skills for subsequent lessons. About one-third of the missing assignments were completed by the students. Five of the students have failed to complete sixty percent of their individual assignments.

Table 4

Disciplinary Consequences

Type of Consequence	Number
Warnings	80
After Class Conference	30
Behavior Reflections	6
Parent Contacts	5
Passes	2
Misconducts	2

A warning and reminder of the importance of keeping to the class rules is usually sufficient to return the students to appropriate behavior. After-class student conferences were necessary with sixteen of the students. Written behavior reflections were completed by two students on two separate occasions and two students only one time each. Of the five parent contacts, two were for recurring behavior incidents, and the other three were for students lack of completed homework assignments.

In classroom X the major disruptions were caused by students who were not prepared for class. It is expected, by the time students enter the junior high setting, that they have acquired the necessary social skills and self-discipline necessary to control their behavior. When some of the students did not complete the assignments, they were unable to participate in the discussion of the practice and correction of the homework. The interaction of the prepared students and teacher during the discussion of the practice was often interrupted by the off-task behaviors of students who began talking to themselves or others. The rules and consequences established within classroom X seem appropriate for two-thirds of the students. However, excessive talking by the other ten students and the lack of completed homework assignments needs to be addressed.

School A

In order to compare the students behavior from sixth to seventh grade, the researchers informally surveyed the 26 students sixth grade teachers in September, 1994 (Appendix D). A summary comparing the types of behaviors and consequences to the number of documented students in both sixth and seventh grade is presented in table 5.

Table 5

Number and Categories of Disruptive Behaviors
Between Documented Students in Sixth and Seventh Grade

September, 1994

Behavior and Consequence	Number of Students SIXTH GRADE	Number of Students SEVENTH GRADE
Talking	11	11
Physical fighting	0	3
Throwing items	2	3
Running	0	1
Pushing	5	1
Off-Task	2	2
No assignment	7	20
After school pass	6	2
Misconduct (Detention)	4	2

Table 5 indicates that when comparing the disruptive behaviors of the 26 students as sixth to seventh graders, the largest discipline problem is incomplete assignments followed by talking in the classroom. Other similarities in inappropriate behavior include throwing items and being off-task. Although physical fighting did not occur when the students were in the sixth grade, they are shown as having difficulty in abstaining from pushing other students. When reviewing the number of students involved in disciplinary consequences it must be noted that the sixth grade figures represent a full school year while the seventh grade figures depict only a six

week time period. However, the information contained in table 5 indicates that a similar pattern is developing.

Problem Evidence (School B, Classroom Y and Z)

In the cause of documenting the disruptive behavior in classroom Y and Z, anecdotal records of students behavior, checklists of daily classroom behavior, and parental contacts were collected over a four week period of time beginning September 3, 1994 through October 7, 1994. School B's discipline policy dictates that each individual teacher initially address behavioral problems through extra school assignment, after school detentions and parental contact before issuing the student a misconduct report to the principal.

Of the 45 students in classroom Y and Z, 17 were involved in the process over the four week period. A summary of the types of behavior and numbers of disruptions that occurred over said time period are displayed in table 6.

Table 6

Number and Categories of Disruptive Behaviors

September 3, 1994 through October 7, 1994

Behavior	Number of Incidents	Number of Students
Excessive Talking	36	9
Off-Task	9	9
Missing Assignment	10	9

Of the 55 incidents of disruptive behavior recorded by the researcher over the four week time period, 18.2 percent were related to academic tasks; 65.5 percent dealt with talking in the classroom; 16.3 percent were factors that disrupted the learning process and kept students off task. Class records indicate that 64 percent of the students acted appropriately and cooperated within the classroom setting.

The researcher kept anecdotal records concerning the disciplinary consequences for the same four week period. The results are summarized, according to the number of incidents, and types of consequences as presented in table 7.

Table 7

Number and Type of Disciplinary Consequences

September 7, 1994 through October 7, 1994

Type of Disciplinary Consequence	Number of Incidents	Number of Students
Warnings	9	9
Teacher-Student Contact	4	4
After School Detention Referred To Office	1	1

The disciplinary consequences recorded over the four week time period were 14 in number. Of that number of incidents 64.3 percent were warnings to students concerning their disruptive behavior; 28.6 percent were teacher-student contact; 7.1 percent dealt with after school detention. The consequences never reached contacting the parent by telephone or letter. The anecdotal records disclosed the fact that 14.3

percent of the students who acted inappropriately received one or more disciplinary consequences.

The teacher concludes, that based on the data collected, the excessive talking and off-task behavior exhibited disrupt the learning environment of the classroom. This same behavior is evidenced in situations outside of the classroom, as observed by the researcher in the use of the computer lab, library and cafeteria. The off task behavior appears to be a carryover through these areas.

Probable Causes (School A)

Classrooms W and X have documented disruptive behaviors that impede the learning process over a six week time period using the same 26 students. The researchers were able to collect background material pertaining to the class through informal discussions with professional staff members, public documents which do not infringe on the students' right to privacy, and a survey dealing with the students social and motivational interests (Appendices E and F).

The information obtained from these sources supports the researchers stance, as stated in chapter one, that the probable causes for disruptive classroom behavior stem from adolescent development, a change in the family structure, and lack of motivating lessons.

Classroom W and X's student population consists of 26 students. Of the 26 students, 13 are male and 13 are female. The racial/ethnic background of the student population is 84 percent white; four percent black; four percent Hispanic; four percent Asian/Pacific Islander; and four percent Native American. The age span of the

targeted class ranges from eleven years ten months, to thirteen years nine months. Four percent of the class is eleven years old, 88 percent is twelve years old, and eight percent is thirteen years old. This age span is considered to be the start of early adolescents.

Out of the 26 students, 58 percent come from a traditional nuclear family and 43 percent come from a single parent environment. From discussions with staff members at school A, the researchers were able to compile a list of family-related situations that a majority of the students face when at home. These problems are summarized as follows.

I. Single parent families
    A. Death
    B. Divorce
        1. parent visitation
        2. inconsistent rules
        3. put in the middle
        4. anger
    C. New parental boyfriends/girlfriends

II. Blended families
    A. Relocation
    B. New siblings
    C. New Adults
    D. Subsequent divorces

III. Multi-cultural families
    A. Race/racism
    B. Different language spoken at home

IV. Domestic violence
    A. Toward parent
    B. Toward child

V. Unemployed parent
   A. Free lunch
   B. Less structure
   C. Lack of supervision
   D. More child responsibilities

The peer interaction of adolescents seems to be an important component in their daily behavior. The inappropriate behaviors in the classroom might be explained by the social nature of this age group. A survey (appendix G) of the seventh and eighth grade students at Junior High School A was administered on September 22, 1994 during the science and mathematics classes. Ninety-five seventh graders and ninety-one eighth graders answered the following six questions about their socialization and preference for classroom activities.

1. How many people would you consider to be your good friends?

Responses Number of Friends	Grade 7		Grade 8	
	#	%	#	%
0 - 9	29	30	42	46
10 - 19	31	33	27	30
20 - 29	19	20	7	8
30 & Over	16	17	15	16

The large number of friends claimed by these students is an indication of their social nature and their need to "belong" within the peer group. When the survey was given, several students in the seventh grade class were observed to be actually counting the number of students within the class group. As the students mature they may become more discerning about whom they count as friends. This survey

indicates that the eighth grade students consider fewer people as "friends" than the students in the seventh grade.

2. How many times per week do you see your friends outside of school?

Number of Times Per Week	Grade 7	Grade 8
1	1	1
2	5	5
3	8	5
4	13	8
5	17	14
6	16	17
7	26	40
Other	9	1

The students' responses to this question indicate that fifteen percent of the seventh graders and twelve percent of the eighth graders see their friends from one to three times per week. Eighty-five percent and eighty-eight percent, respectively, see their friends from four to seven, or more, times per week. Because the majority of these students see friends more than three times per week they are apparently socializing on school nights. More than one-fourth of the students responded that they see friends seven times per week outside of the school setting.

3. What kinds of activities do you do with friends?

Activity	Grade 7	Grade 8	Total
Mall/Shopping	40	31	71
Biking	43	26	69
Talking/Phone	28	23	51
Basketball	25	23	48
Baseball/Softball	18	22	40
Football	12	25	37
Rollerblade/Skate	18	4	22
Sports/Miscellaneous*	34	26	60
Go To Park/Hangout	14	13	27
Watch Movies	10	15	25
Play Sega/Nintendo	9	10	19
Walking	6	12	18
Board Games/Cards	6	7	13
Dance	5	--	5
Sing	2	--	2
Listen To Music	2	5	7
Homework	9	1	10
Out To Eat	5	1	6
Watch Television	1	6	7

*Includes volleyball, soccer, kickball, hockey, golf, swimming, bowling, pool, and tennis.

The nineteen most frequent responses are reported in the table. Responses given by only one person were discounted. This is a very active group of adolescents. One hundred forty-four of the one hundred eighty-six students surveyed indicated that

they participate in some sport activities and/or ride bikes with their friends. "Going to the mall" was the most common response; 38 percent of the 186 surveyed students listed it as one of the activities they do with their friends. "Biking", listed by 37 percent of the students, was the second most frequent response to this question. There may be a correlation between these activities since the Chicago Ridge Mall is located within two miles from most of the students' homes. It is a facility that contains not only shopping, but includes an arcade, movie theater complex, and several fast food offerings. This is a very popular meeting place for adolescents.

Approximately 63 percent of the respondents participate in some sport activity. There are four parks in Chicago Ridge with six baseball fields, four tennis courts, and open grass fields for soccer or football. Most streets have little traffic making them accessible for walking, biking and rollerblading. All of this physical activity is common to adolescents and gives them opportunities for socialization, perhaps the most desired activity to this age group.

As shown in the following table, the most popular meeting places for these students are their houses, the community parks, the shopping mall, and the schoolyard. There is a teen center available to the students through the park district but only one of the 186 students listed it as a place to meet friends.

4. Where do you see your friends?

Location	Grade 7	Grade 8
House	55	59
Park	48	35
Mall	28	20
School	20	12
Everywhere/Outside	6	17
Street	16	4
Pool	3	--
Store	--	3
Roller Rink	2	1
Arcade	2	--
Library	2	--
Movies	2	--
Parking Lot	2	--
Fast Food Places	--	2

5. Do you prefer working alone or in cooperative groups?

Preference	Grade 7	Grade 8
Alone	6	6
Cooperative Groups	83	77
Both	6	8

The students overwhelming responded that they prefer to work in cooperative groups. However their social skills are poor and efforts to group these students for classroom learning activities have often failed. It is suggested by their responses and

the review of literature about the learning styles and social habits of adolescents that the introduction and practice of social skills is necessary for the successful implementation of cooperative group work.

6. What kind of classroom activities are more interesting to you?

Classroom Activities	Grade 7	Grade 8
Games	35	15
Labs	25	12
Groupwork	15	15
Projects	9	15
Experiments	17	3
Drawing/Art	12	8
Activities/Plays	10	3
Reading	2	9
Gym	1	6
Microscopes	5	--
Dissecting	3	1
Parties	1	3
Written Work	--	3
Oral Drill	3	--
Field Trips	3	--
Class Discussions	2	--

It is obvious by the responses in the above table that the preferred learning modalities of the group are varied. The prepared lessons should address these varied life styles. An activity based program incorporating cooperative groups and options

for choices of projects that express their learned skills in creative mediums is imperative.

The disruptive behaviors evidenced in classrooms W and X included inappropriate talking, physical fighting, throwing items, running, pushing, and missing homework assignments. Of these behaviors the most frequent and perhaps most pertinent to classroom disruptions were talking and lack of assignments. Though unrelated to each other, these behaviors seem to be responsible for the students to be off-task in the classroom. Because of the social activity prevalent among adolescents, it is natural that the talking would continue into the classroom. Given the results of the social and motivational survey, it may be concluded that the time spent with sport activities and visiting with friends leaves little time for homework assignments.

Probable Causes (School B)

After documenting classroom Y consisting of 21 students and classroom Z consisting of 24 students over the four week period of time, the researcher was able to collect background material pertaining to the class through informal discussions with past teachers, public documents which do not infringe on the students' right to privacy and a survey dealing with the students' social and motivational interests.

As stated in Chapter One the probable cause for disruptive behavior stems from a lack of maturity in adolescent development, a change in family structure and the lack of motivating, hands on lessons.

Classroom Y and Z's student population consists of 45 students. Of the 45 students, 21 are male and 24 are female. The student population is as follows: 97.1

percent White; 0.8 percent are Hispanic and 1.6 percent are Asian-Pacific Islander and .04 percent are Black.

The raw data collected on family status, which does not infringe on the students' right to privacy, finds 77.8 percent of the students from a traditional family, 11.1 percent of students are from divorced families, 6.7 percent have a Mom and Step Dad, 2.2 percent are from a separated family and 2.2 percent from a single parent home due to death.

In order to determine the students' social and classroom motivational interests the researcher surveyed, with parental permission, 45 out of 49 students in the class. The results of the social and motivational survey are as follows.

The sixth graders of Junior High School B were given a survey (appendix G) on September 23, 1994 during the language arts classes. Forty-three sixth graders answered the following six questions about their socialization and preference for classroom activities.

1. How many people would you consider to be your good friends?

Responses Number of Friends	Number of Students
0 - 9	12
10 - 19	20
20 - 29	5
30 & Over	8

Reflecting on the students' responses indicates their social nature and their innate need for friends and a peer group they can relate to.

2. How many times per week do you see your friends outside of school?

Number of Times Per Week	Number of Students
1	3
2	4
3	15
4	8
5	5
6	4
7	2
Other	2

Considering the student responses to this question indicates they are a social group. Upon further questioning in an informal group setting, they consider seeing their friends outside of school to be any event that takes place after school until dinner time and weekends. Their young age, between eleven and twelve, appears to restrict their socialization some what.

3. What kinds of activities do you do with friends?

Activity	Number of Students
Sports	13
Ride Bikes	9
Play Outside	5
Rollerblading	4
Movies	4
Music	3
Mall	2
Computer Games	2
Play Pool	1

The responses to this question show many students are involved in sports both after school and on week-ends. The second highest response was bike riding, probably due to the fact that this area has many parks and bike paths.

This group appears to socialize mainly through involvement in sports and outdoor activities.

4. Where do you see your friends?

Location	Number of Students
Friends Home	22
Park	6
School	5
Bus	3
Mall	3
Own Home	2
Walk To School	1
Church	1

5. Do you prefer working alone or in cooperative groups?

Preference	Number of Students
Alone	6
Cooperative Groups	36
None	1

While the students overwhelmingly liked cooperative groups, this is a new concept to them. They are excited to work within these groups but lack social skills to make them work effectively. Further training in basic social skills should make cooperative learning most successful.

6. What kind of classroom activities are not interesting to you?

Classroom Activities	Number of Students
Hands On	14
Science	9
Math	7
Gym	4
Reading	3
Art	3
Extra Credit	2
None	1

The responses indicate the students interpreted classroom to mean favorite class and the activities associated with that class. This is a rather serious group of students choosing science and math as the top classes.

Evidence supports the raw data that the probable cause of the disruptive behavior in said classrooms Y and Z ia probably due to adjustment to the junior high environment, lack of maturity and students late birthdays. The disruptive behavior most evident in the raw data was the frequent talking and classroom disruptions. This behavior seems to be responsible for the students being off task in the classroom. The raw data indicates many late birthdays which could account for the general lack of maturity. All of these factors plus the necessary adjustment to the junior high environment appear to contribute to the lack of self-control these students are experiencing.

Review of the Literature

Today, many students come to school from diversified family structures. According to Duncan (1992), the traditional nuclear family, in which the biological children and their parents live in a single family home, is no longer the dominant family scenario in America. Single parent families, remarried families, "his, hers, and ours" families, custodial families, and parent-friend families are the new styles of living that are changing the norm of the family structure. In 1992, Wanat reported that if present trends of separation and divorce continue, 60 percent or more of today's children will spend some time in single-parent homes before their eighteenth birthdays. These children will experience patterns of stress due to the problems and challenges associated with the task of adapting to a new environment and family framework (Lee & Zimiles, 1991). Their academic achievement may lag as they have trouble concentrating, worry about their family situation, and suffer from poor self-concept (Wanat, 1992).

In 1909, a Swedish feminist Ellen Key wrote a book entitled The Century of the Child (cited in Popenoe, 1993). The author believed that the twentieth century would focus on childrens' rights, "most importantly the right of the child to have a happy, stable home with devoted parents" (Popenoe, 1993, p. 528). By midcentury he states that more American children were growing up in stable, two-parent families than at any other time in our countries history. However, since the 1960's, there have been abrupt changes to the forms, ideals, and role expectations that defined the family for the last century (Popenoe, 1993).

Young adolescents whose parents have just separated or divorced experience anxiety coupled with stress which can affect their academic performance and behavior (Elkind, 1988). According to Elkind, teenagers become restless and irritable and are unable to concentrate due to the fact that they do not know what to expect from the changing family structure. Elkind distinguished the trends of children in an academic setting by comparing those from one-parent homes and those from two-parent homes to be as follows:

> ...children from one-parent homes were lower in school achievement and had more tardies and absences than did children from two-parent homes. Likewise, children from one-parent homes visited the health care clinic more, had more referrals for discipline, and were suspended more often than children from two-parent homes (p. 168).

The anxiety and stress children experience through a change in the family structure can also affect their self-concept.

During Piaget's formal operational period of development, teenagers construct a powerful motivational force called the "imaginary audience" (Elkind, 1988). This "imaginary audience" is the belief that adolescents have when they think that others are as concerned with their feelings and their thoughts as they are. According to Elkind (1988), teenagers experiencing a change in the family structure believe that everyone not only knows about the separation or divorce but also about some of the more unpleasant reasons for it. They feel embarrassed that everyone knows about their family's personal life and resent their parents for causing a humiliating public

exposure (Elkind, 1988). In addition, teenagers may begin to feel as if there were no other single-parent children in the class or school. According to Wanat (1992), this belief can cause teenagers to feel different than the other children and no longer accepted. Thus, their self-concept is lowered which tends to make them more irritable, more apt to lose their temper, and more aggressive toward their peers (Elkind, 1988).

A separation or divorce will be an unsettling experience for most teenagers. To children, their parents are the most important people in the world (Elkind, 1988). Separation or divorce causes adolescents to become overloaded emotionally with distress, fears, and anxieties. Often times, they feel that they are the reason their parents separated or divorced (Elkind, 1988). According to Elkind (1984), when adolescents experience a separation or divorce they:

> ...lose the privileged status of belonging to an intact family. The two-parent family is still the model for teenagers, and they see and value this type of family as the norm (p.119).

Teenagers involved in a family's separation or divorce, struggle day after day to live with the new situation (Elkind, 1988). They are expected to confront life and its challenges with the maturity of a middle-aged person without being developmentally or intellectually ready (Elkind, 1984). For many adolescents this is a time of emotional, social, intellectual and physical upheaval.

Early adolescence occurs between the ages of 10 and 14 years and is considered to be a time of change. There are few developmental periods which

undergo so many changes at so many levels. The early adolescent experiences changes due to pubertal development, social role redefinitions, cognitive development, and school transitions (Eccles et al., 1993).

During the early adolescent period, children begin to develop into teenagers. They experience many biological changes and become concerned over the image of their body (Rubenstein, 1991). Their previous child like body is changing shape, assuming new functions, and enlarging which brings confusion and occasional satisfaction (Hauser, 1991). Rubenstein (1991) states that teenagers become preoccupied with their physical development, particularly how they look compared to their friends. However, these physical changes tend to become obstacles to teenagers because they have no definite way of knowing how things will turn out.

According to Elkind (1984), a teenage boy or girl will have to wait several years before they can feel secure with their bodies. During that time, they will continuously worry about what they will look like once they pass through the stage of puberty. The worries that plague teenagers are nevertheless healthy because they are signs of positive growth and illustrate the teenagers' concern with how much they are the same or different from other young people (Elkind, 1984). However, at the same time, teenagers become supersensitive to the changes that are occurring to them. Since they have absolutely no control over their development, they often times react with an explosion of feelings when another person touches on a particular physical change (Elkind, 1984). Although some passages into adolescence are visible

to all observers, there are pubertal changes that are less visible which can influence the teenager's self-esteem, self-image, and relationships with friends.

Teenagers are bidding farewell to childhood and discovering paths to adulthood. They are faced with new social demands and pressures. Egocentrism is at a peak during this stage (Elkind, 1984). The teenager is extremely self-conscious, and needs to fit in with the crowd (Rubenstein, 1991). However, as a teenager moves from childhood into adolescence, they are confronted with actions by others which are entirely unanticipated. They must struggle to grasp the changes in other peoples' behavior and conduct which are a part of their new emerging social world (Elkind, 1984).

Teenagers soon discover that their social relationships are quite different now than during their childhood. For some teenagers this is the first time they are faced with the full impact of social prejudices based on their social status, ethnic background, economic condition, and personal taste (Elkind, 1984). A new concept called exclusion is introduced to teenagers by past friends, social groups, and small cliques. To be excluded from a group can come as a devastating shock to young people who never thought of themselves as different before (Elkind, 1984). However, it does allow teenagers to grow both emotionally as well as socially. Elkind (1984) states that "the shock of exclusion is thus a painful but necessary process by which we attain a more realistic view of how we are seen by others" (p. 73).

In addition to teenagers undergoing pubertal and social changes, they are also experiencing a change in their intellectual development. The teenagers' cognitive

development is between two of Piaget's developmental stages. On one hand, teenagers are still in the concrete operational stage. They think in concrete terms where what is real and important happens in the present (Rubenstein, 1991). At the same time, teenagers are entering into the formal operational stage (Elkind, 1984). Elkind states that teenagers can now begin to comprehend abstract subjects where they are able to "go beyond the real to the possible, and this opens up the world of the ideal and of perfection" (p. 28).

As teenagers acquire more formal thought operations they are motivated to use and practice them. According to Elkind (1984), one way this is shown is through the ability teenagers now have to "marshall facts and ideas and to make a case" (p.32). However, since this is a newly acquired thought process, he states that teenagers often like to argue a point just for the sake of arguing. This leads adults to believe that teenagers are becoming defiant and rebellious when actually, they are only experimenting with their newly acquired intellectual ability (Elkind, 1984). In addition, teenagers can now think about thinking which results in an awareness of self-consciousness. Teenagers have the capability to think about what is going on in their heads and what goes on in the heads of others (Elkind, 1984). They begin to talk about what they believe and value and about faith and motives (Elkind, 1988).

Although teenagers may have entered into the formal operational thought stage, they still have a difficult time thinking about the future. This is due to the fact that they still have a tendency to think about events in terms of their own experiences (Rubenstein, 1991). According to Elkind (1984), this tendency poses difficulties to

teenagers when they have to make decisions. They are repeatedly faced with problems dealing with questions concerning how and what. Since teenagers relate to their own experiences and have difficulty in thinking about the future, decisions become problematic (Rubenstein, 1991). They often make decisions based on their feelings of one moment which may not be suited to the emotions of the next moment (Elkind, 1984). Although this may be disconcerting to an adult, teenagers are satisfied but at the same time left with the feeling that "no one understands them" (Rubenstein, 1991, p. 221). The feeling of being misunderstood is further instilled in the teenager's mind when the child enters a period of school transition.

During the early adolescent years, teenagers encounter a move from a small, neighborhood-based elementary school to a larger, more centralized and anonymous middle or junior high school (Zaslow & Takanishi, 1993). Research has shown that some teenagers show a downward trend in their academic achievement as they move into the junior high setting (Eccles et al., 1993). Mounting evidence points to a gradual decline in academic motivation such as school attendance, attention during class, and self-perception (Eccles et al., 1993). According to Eccles et al. (1993), researchers have suggested that when teenagers move from an elementary school setting to a junior high school setting their school-related measures decline due to the concurrent timing of pubertal development. Thus, the change in the teenager's learning environment causes a deterioration in their motivation and behavior (Eccles et al., 1993).

According to Eccles et al. (1993), junior high school settings contribute to the negative change in teenagers' motivation and achievement by offering them:

> ...developmentally inappropriate changes in a cluster of classroom organizational, instructional, and climate variables, including task structure, task complexity, grouping practices, evaluation techniques, motivational strategies, locus of responsibility for learning, and quality of teacher-student and student-student relationships (p. 92-93).

Research completed by Eccles et al. (1993), found that junior high school settings are designed contrary to the psychological development of the teenager.

> ...they emphasize competition, social comparison, and ability self-assessment at a time of heightened self-focus; they decrease decision making and choice at a time when the desire for control is growing; they emphasize lower level cognitive strategies at a time when the ability to use higher level strategies is increasing; and they disrupt social networks at a time when adolescents are especially concerned with peer relationships...(p. 94).

The teenager's transition into the junior high setting would be enhanced if the school would provide them with a positive and developmentally appropriate learning environment. However, until then, teenagers who experience a mismatch between their needs and their opportunities will experience a decrease in intrinsic motivation and an increase in school misconduct (Eccles et al., 1993).

Adolescents, by nature of the changes in their lives, lose their sense of safety, security, belonging, and self-esteem. These "deficiency needs", according to Maslow's Hierarchy of Needs, must be addressed and satisfied for the student to begin to focus on learning (Raffini 1993).

Teachers need to be flexible in meeting the needs of the students in order to "take them from where they are toward gaining the skills they need to become safe and secure in their environment...then to be motivated toward learning and realize self-actualization." (Raffini 1993). Students are often apathetic toward their learning because they find little meaning from their classes and are frustrated or bored from a lack of challenge. Teachers need to encourage the imagination of their students by providing challenges and provoking their curiosity. This type of investigative inquiry promotes the intrinsic motivation students need for lifelong learning.

Raffini (1993) explains that the type of environment that stimulates this learning can be developed in a five-stage process. First, the establishment of trust with other students and the teacher can be accomplished with ice-breaking activities and explanations of course requirements. Second, norms must be established for productive group activities and communication. Third, conflict resolution strategies should be agreed upon. Fourth, groups and individuals are accountable for the completion of tasks and an assessment of their productivity. Fifth, as the students near the end of the school year they need to be given an opportunity to prepare to move on to new experiences.

Because of all the problems and "baggage" that the junior-high students often bring to the classroom, the teacher is challenged to motivate them toward learning. The importance of recognizing this need is perhaps best stated by Spaulding (1992):

> Academically motivated students tend not to disrupt the instructional environment: they infrequently need to be disciplined: they listen when listening is appropriate because they are interested in what is being said: they discuss when discussion is appropriate because they want to share their thoughts with others. When students are academically motivated, their teachers often become professionally motivated, working hard to provide students with worthwhile educational experiences and finding more satisfaction in doing so. In short, the whole educational enterprise is strengthened when teachers find ways to help their students experience the joys of learning (p. 92).

Not only do teachers need to motivate these students to actively participate in their learning but they must strive to develop the learners sense of intrinsic motivation. Teachers need to foster the student's desire to successfully accomplish learning tasks just for the sake of learning rather than for rewards (grades) or other extrinsic motivators. Deci and Ryan, as cited in Spaulding (1992), suggest that this intrinsic motivation is enhanced when students feel competent and self-determining. Spaulding (1992) states, "Therefore, teachers who want to increase their students' intrinsic motivation for academic endeavors must learn how to create academic environments that promote students' perceptions of both competence and control" (p. 127). When students feel confident they are more likely to be motivated to take control of

situations that have meaning and relate what they know to stay on task and engaged in their learning.

The review of literature suggests that there are many probable causes of inappropriate student behavior in the junior-high classroom. Students may be struggling to adapt to changing family structures because of the parents' divorce or remarriage. The stress caused by a changing environment is compounded by the social, physical, emotional, and intellectual changes that occur during puberty and early adolescence. Some students' academic achievement and concentration may suffer due to a lack of self-esteem and a sense of uncertainty about their needs for safety, security, and belonging. The task of motivating the junior-high students toward learning begins in a classroom that provides a safe and secure environment. Trust building, clear expectations, and meaningful, interactive lessons may help these students to actively and appropriately participate in their learning experiences.

Chapter 3

THE SOLUTION STRATEGY

Review of Literature

To establish the students' perception of confidence teachers must create a predictable classroom environment, balance easy and moderately challenging academic tasks, provide non-controlling instructional support (through modeling, subgoaling, and task sharing), allow students to make choices, evaluate students on improvement or successful task completion, and provide unique lessons and activities with discrepant or unexpected outcomes. Teachers need to develop supporting and trusting relationships with their students without making them dependent. Students need to learn to take responsibility for their successes and failures.

One model for establishing some of these goals is the "Target" process developed by Ames (cited in Raffini 1993). This model requires the teacher to design activities for variety, individual challenge, and active involvement. The teacher would help children set realistic, short-term goals and involve them in decision making and leadership roles. Students would develop self-management skills and self-monitoring skills while learning to recognize their individual progress and improvement. This process uses flexible and heterogeneous grouping arrangements. Criteria for

evaluation provides for assessment of individual progress, improvement, and mastery. The students are actively involved in self-evaluations that are private and meaningful.

Raffini (1993) describes several methods of enhancing student autonomy. Among them is suggested an individualized education program that could be developed through goal-setting conferences with particular students. Students may choose from several learning activities that meet the same objectives, or they may be given options for determining how to implement certain tasks or procedures. Students should be given the opportunity to determine when, where, and in what order they complete assignments whenever possible.

To enhance competence in all students, Raffini (1993) recommends that the students be allowed to define their own personal criteria for success. When formal assessment tools are used as determinants for grades, criterion-referenced evaluations rather than norm-referenced evaluations should be used. Students should be allowed to retake tests when initial attempts are unsuccessful. Evaluation activities should relate to the level of effort expended by the students. The pace of the students learning should be matched to the skill level of the individual students. Challenging opportunities should be provided for faster-learning students to enrich and extend the content. Furthermore, students need to practice cooperative learning strategies to facilitate their need for relatedness. Thus, students will be stimulated toward involvement and enjoyment in learning through active, entertaining lessons.

Cooperative learning focuses on the whole student. The junior high school student has important needs to be met, that differ from the elementary student. Junior

high classrooms are characterized by a greater emphasis on teacher control and discipline with fewer opportunities for student decision making, choices and self-management. Brophy (1976) tells us that there is consistent evidence that junior high teachers spend more time maintaining order and less time actually teaching than do elementary school teachers.

The active-learning classroom uses a series of methodologies. Student achievement increases self-esteem and improves student understanding. Retention of material and a continuing thirst for knowledge are by-products of cooperative learning when used in a well planned system according to Lyman & Foyle (1990). When students have a positive interaction with different students they learn to celebrate these differences. Positive interaction promotes self-esteem and support for one another. During the group interaction, communication skills are being enhanced with the exchange of knowledge. Students are not concentrating on memorizing but are being taught life skills, such as problem solving, brain storming and applications.

According to Lyman & Foyle (1990) cooperative learning groups are highly structured. In these groups students are expected to learn academic material and to assist the other members of the group to work on learning the material as well. Students are linked with peers so that an individual succeeds only when all group members succeed. They also tell us that students are expected to practice basic social skills while working on the material.

What does a cooperative learning lesson look like? It must have seven parts and all must be present to succeed. It involves students face to face interaction. The

evaluation of the lesson must be established and each individual is accountable for mastering the lesson. The group must have cohesion, that is stick together, the development of social skills, lessons must be monitored, and at the end of the lesson there is a processing or feedback on the success of the lesson.

Lyman & Foyle (1990) tell us cooperative learning in the junior high environment will promote self-esteem, build relationships among students, increase positive attitudes toward subject matter, increase reasoning skills and lastly, promote higher achievement. Teachers should consider using cooperative learning for reasons such as: a) it adds variety to existing teaching methods, b) it allows for students mobility, c) it helps students respect their peers, d) it involves students in decision making and problem solving, e) it provides opportunities for socializing, f) it gives a sense of belonging and acceptances to a group, g) it provides the opportunity to work with a variety of students and form friendships, h) it allows students to recognize others abilities, and i) it fosters an independence from the teacher (Lyman & Foyle, 1990).

Slavin (1991) notes there is mutual agreement among reviewers of cooperative learning literature that cooperative learning has a positive effect on student achievement. Salvin (1990) states;

> Perhaps the most important psychological outcome of cooperative learning methods is their effect on students self-esteem. Students belief that they are valuable and important individuals are of critical importance for their ability to withstand the disappointments of life, to be confident decision makers and

ultimately to be happy and productive individuals (p. 43).

Cooperative base groups go hand in hand with cooperative learning. These base groups are long term, heterogeneous, cooperative learning groups with stable membership. These base groups give stability, encouragement and help each member grow academically and socially. When a student is absent they can turn to their base group for assistance with missing assignments (Costa, Bellanca & Fogarty, 1992).

The use of base groups tends to improve attendance, personalize the work required and the school experience within the classroom takes on a sense of community. Individual roles and assignments lend itself to group accountability and further growth in responsibility. The base groups improve the quality and quantity of learning.

Through the use of base groups appropriate social skills, such as, quiet voices, listening and managing conflict will be enhanced. When used in combination, formal and informal cooperative groups and base groups provide an overall structure for school learning (Costa, Bellanca & Fogarty, 1992).

If the student feels a sense of belonging and a specific place in the group, the individual contribution will be as unique as the giver. While the base group tends to change and grow within the class setting, the individual student remains a constant resource of this community. For the base group to be successful, all of its members must be contributors, not competitors.

Project Outcomes and Solution Components

As a result of the use of cooperative learning, during the period of September 1994 thru February 1995, the targeted junior high students will improve their classroom behavior as measured by teacher observations, completed assignments, and anecdotal records.

In order to accomplish the terminal objective, the following strategic procedures are proposed:

1. Students will be taught group skills for use in cooperative problem solving activities.
2. Units of cooperative, activity based lessons will be developed for science, math, and language arts.
3. Base groups will be developed to establish a sense of community in the classroom.

Action Plan for the Intervention (School A, Classroom W)

In order to motivate students to become actively engaged in the learning process and thus improve their classroom behavior, the following action plan will be implemented in classroom W. This plan will include the formation of base groups, activity based units, and the use of cooperative learning.

I. Base Groups -- established to bring a sense of community to the classroom.

. Groups will be teacher selected with no more than five students per group.

. Groups will be randomly mixed.

. Groups will stay together for nine months.

. Trust building skills will be taught through the use of T-charts where the students will list what it sounds like and what it looks like (appendix H) and established by using group homework folders, naming of individual groups, discussing daily homework, completing daily assignment and teamwork processing sheets (appendices I and J), and completing weekly group processing sheets (appendix K).

. Social skills such as listening, quiet voices, consensus, and conflict management will be taught through the use of T-charts, games such as sandtrap (appendix L), group processing sheets (appendices M and N), and class discussions.

. Individual roles will be assigned to each group member on a rotating basis to instill teamwork and accountability. These roles will include:

Recorder -- In charge of group folder; records daily assignments on record sheet (kept in folder); turns in homework to teacher.

Checker -- Checks for completed homework and reports to the teacher those group members whose assignments are complete or incomplete.

Reader -- Encourages group members; reads homework and processing questions; leads the group in discussions; notes daily problems on the teamwork processing sheet.

Reporter -- Gives group answer(s) when called upon; completes group processing sheet on Friday; reports on processing sheet.

. Groups will establish and vote upon classroom rules, rewards, and consequences pertaining to homework.

II. Activity Based Units -- implemented within the daily life science curriculum to motivate students to become actively engaged in the learning process.

. Teacher demonstrations/instructions will be used when applicable before science labs to ensure student understanding and success.

. Science labs will be used on an average of 1 to 3 times per week to reinforce concepts taught through direct instruction. Thus, students will gain a "hands-on" approach to the life science curriculum. Labs that will be performed under the action plan will include:

Penny Lab -- Use of qualitative and quantitative study to discover how many drops of water a penny can hold.

Metric Lab -- Discovery of length, volume, and mass using the metric system and appropriate scientific equipment.

Microscope Lab -- Use of the compound light microscope to view and draw prepared slides of various biological areas.

Mystery Lab -- A series of laboratory activities obtained from the Museum of Science and Industry, Chicago, Illinois, dealing with microscopes, DNA samples, X-ray and Magnetic Resonance Images (MRI's), finger printing, magnetism, and the human aging process.

Blood Typing -- Using water and food coloring to illustrate what is meant by a universal donor and recipient.

. Products will be developed by the students on various units within the life science curriculum. They will include:

Cells -- Illustrations of animal and plant cells accompanied with written reports on the various components of each.

DNA -- Construction paper models replicating the correct structure of human DNA.

Body Systems -- Life size drawings of the eight body systems properly illustrated and labeled. Accompanying each drawing will be a written and oral report.

Time Line -- A time line of scientists spanning from 300 B.C. to the present. Each group will be assigned a specific period of time to research.

. Assessment for labs and products will be accomplished through the use of authentic assessments such as lab reports, rubrics, and final products based on a predetermined criterion discussed with the class.

III. Cooperative Learning Groups -- established for science labs and products.

. Groups will be teacher selected with no more than five students per group.

. Groups will be randomly mixed.

. Skills that will be taught and used in the formation of base groups will be reinforced in cooperative groups.

. Individual roles will be assigned to each group member for the duration of the assignment. (Refer to Base Groups)

. Positive interdependence will be established by assigning each group one worksheet, lab report, or product to complete.

. Group processing for affective, metacognitive, and social skills will be accomplished through the use of PMI's, Mrs. Potter's Questions (appendices O and P), and other types of processing sheets (appendices Q and R).

. Assessment for each assignment will be accomplished through authentic assessment with a predetermined criterion. (Refer to Base Groups)

Action Plan (School A, Classroom X)

During the first six weeks of this school year the students in classroom X have exhibited a lack of self-discipline and a lack of motivation toward learning. In order to motivate the students toward more appropriate behaviors within the classroom social skills will be practiced within the context of cooperative, activity-based lessons. In order to provide the students with more meaningful activities in the mathematics classroom the activity-based lessons will include the use of manipulative materials, calculators, and models of conceptual materials. After the initial direct instruction by the teacher, the students will have options for projects and assignments that relate to their individual learning styles.

From October 11, 1994 through October 28, 1994 the students and teacher will re-establish classroom rules and consequences. Listening skills will be practiced using teacher directed oral exercises and directives. A signal for listening quietly will be established. Cooperative group skills and roles will be modeled and practiced. "Think, pair, share" activities will be used to initiate the students practice in using

three-inch voices, face-to-face interaction, and quiet movement in and out of groups.

At the beginning of the second quarter of the school year, October 31, 1994, through the third quarter of the school year, ending March 27, 1995, student selected options will include the creation of written reports, oral reports, drawings, models, and class demonstrations. Activities for the four units of study will include the following:

. To demonstrate their knowledge of the manipulation of whole numbers and decimals the students will create tables, charts, and word problems using the concepts of multiplication and division.

. Exhibits will be prepared by the students to translate their knowledge of geometric figures and concepts for finding the area, perimeter and/or circumference of plane shapes including points, lines, angles, polygons, and circles.

. Students will draw, explain or create models to conceptualize fractional parts of a whole. These models will reinforce and extend the concepts of divisibility and equivalence for fractional parts of one to one hundred.

. The students will use models, write original problems, or draw pictorial representations to demonstrate their understanding of addition, subtraction, multiplication, and division of fractions.

The students may choose to work individually, or in groups of two, three, or four students. Group members will be selected, with the teacher's approval, at the beginning of each unit. Students of differing ability levels should work together according to their preferred learning styles and interests. Roles and responsibilities of

each of the group members will be determined according to the activity or project selected. Authentic assessment rubrics will be created by the teacher to help the students assess their own progress within each unit of study. Upon completion of each project, students will be given the opportunity and encouraged to make class presentations. The students and teacher will determine the value of selected projects toward the quarterly grade.

Action Plan (School B, Classroom Y and Z)

During the first few weeks of September, 1994, a survey among the sixth graders in language arts in school B will be conducted and evaluated. During that time frame school records will be assessed for information on ages, family status and past teacher discipline records.

The planned intervention will be cooperative learning lessons in the sixth grade language arts classes. The use of learning groups and more hands on activities will be implemented in said classroom beginning the first week of October.

The classes will begin with a unit on kindness towards other. It will have a take home sheet of do's and don'ts that will also be posted in the classroom. Other corresponding activities will be correlated with this unit and introduced to heighten awareness of their fellow students, establishing listening skills and develop friendships.

During the remaining weeks of the semester as many lessons as possible will have a cooperative learning focus. Time will also be devoted to a story telling unit (nursery rhymes, fable and mythology) and the reading of novels and preparing book

reports. Books, story cards, filmstrips and videos will be used. Students will be encouraged to use oral expression and creative thinking skills. At the end of each lesson, it will be evaluated and suggestions will be recorded in a class record book. This book will feature highlights of each lesson and the evaluation of it. Time will be spent after each lesson assessing and processing results. Class behavior tracking sheets will also be evaluated.

The confines of time within the classroom will dictate how much time will be spent on the evaluation. This processing will be completed at the end of the semester, approximately the second week in January.

Methods of Assessment (Schools A and B)

At the end of February, 1995, data will be reviewed which has been gathered since October, 1994. The same checklists that were used to document the problem evidence will again be implemented. A daily behavior checklist will be kept noting any inappropriate behavior. The information obtained from this checklist will then be transcribed onto a bi-weekly summary checklist. Finally, the information obtained in the teacher reaction and/or response column of the behavior checklist will be summarized on the anecdotal records summary sheet. By comparing the data gathered prior to and after implementation of the aforementioned action plans, the researchers will be able to note changes in classroom behaviors that were due to the application of this research.

Chapter 4

PROJECT RESULTS

Introduction

The information obtained by the researchers during the intervention period is presented in chapter four by individual schools and classrooms. School A, Classroom W represents seventh grade students in a science class; School A, Classroom X represents the same seventh grade students in a mathematics class; and School B, Classrooms Y and Z represents sixth grade students in two language arts classes.

Historical Description of Intervention (School A, Classroom W)

The objective of this project was to reduce the incidence of disruptive behavior that interferes with the learning process. In order to reduce the incidence of disruptive behavior in classroom W, the researcher implemented the use of base groups, activity based units, and cooperative learning to effect the desired change. The period of intervention was from October 10, 1994 to February 28, 1995.

Base groups were established during the seventh week of the school year and were maintained throughout the intervention. The groups were teacher selected, randomly mixed, and consisted of three groups of four students and three groups of

five students. In order to establish a sense of community in the classroom and enhance the bonding of the group members, trust building skills were taught on a daily basis at the onset of each class for the first two weeks of the intervention. Three weeks into the intervention, the number of sessions decreased to two times per week. Observations of group cohesiveness led the researcher to conclude that the students' skill development was acceptable to justify the decrease in the number of sessions. The skills chosen for base group work included: trust building, listening, quiet voices, consensus, and conflict management. Lessons revolved around group discussions, the use of T-charts (appendix H), and group processing sheets (appendices M and N). During this time, each group established classroom rules, rewards, and consequences pertaining to homework. The class then voted on what they wanted for a homework policy (appendix S).

Four weeks into the intervention, homework folders were established. Each base group selected a group name which was written on the outside of the folder. The folders contained daily assignment and teamwork processing sheets (appendices I and J) which were completed at the end of each class. At the end of the week, a group processing sheet was distributed to each base group for completion (appendix K). This sheet was used for processing social skills during class discussions the following week. To instill teamwork and accountability, individual roles were assigned to each base group member. The roles were rotated among the members on a weekly basis.

Beginning with the fifth week of the intervention, activity based lessons and products were implemented within the daily science curriculum. Science labs

(appendices T, U, V, and W) which enabled the students to gain a "hands-on" approach to the content being taught were implemented on an average of one to three times per week. Cooperative learning groups were established for these lessons which further reinforced the skills taught during the formation of the base groups. The cooperative groups were teacher selected, randomly mixed, and contained no more than five students per group.

Cooperative groups were also used during the intervention period for the completion of products pertaining to specific units within the science curriculum. Products completed by the students included illustrations and reports on both animal and plant cells; models replicating the correct structure of DNA; and oral reports in addition to life size drawings of the eight body systems that were properly illustrated and labeled (appendix X). Due to time constraints, the researcher was unable to begin the time line product which was stated in the action plan.

Presentation and Analysis of Results (School A, Classroom W)

In order to assess the effects of base groups, activity based units, and cooperative learning on student behavior, a daily behavior checklist was kept throughout the intervention. The data was aggregated by month and are presented in table 8.

Table 8

Number of Incidents of Disruptive Behaviors by Month

September 1994 - February 1995

Behavior	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.
Talking	26	16	10	4	6	12
Fighting	3	0	0	0	0	0
Throwing	3	0	0	0	1	0
Running	1	0	0	0	0	0
Pushing	1	0	0	0	0	0
Off-Task	2	2	0	0	2	0
No Assignment	40	33	22	14	34	18

The intervention appears to have had a positive effect on all of the targeted behaviors. The behaviors of fighting, throwing, running, pushing, and off-task all decreased by 100 percent. The behaviors of talking and incomplete academic assignments which interfered with the learning process the most prior to the intervention, also decreased dramatically. There was a 54 percent decrease in talking and a 55 percent decrease in incomplete academic assignments after the intervention was in place.

Of particular note is the month of January. Table 8 shows an increase in the number of disruptive behaviors. Although some behaviors increased only slightly, the number of incomplete assignments rose 41 percent. The researchers records showed that there were ten students who had difficulty in completing homework on time throughout the entire intervention period. Furthermore, further analysis of classroom

W's attendance records showed that 16 students were responsible for 54 absences from school. Throughout the intervention period, the researcher found it difficult to collect assignments from absent students even though they had a role in establishing the classroom's homework policy. The researcher concludes that these two factors played an important part in ascertaining why there was a sudden increase in incomplete assignments for the month of January.

It should also be noted that the number of incidents of talking increased 50 percent from January to February. The researcher observed that new friendships developed over the intervention period between base group members. Due to the social nature of adolescents, the researcher concludes that the increase may be due to newly developed social relationships between friends.

Anecdotal records were also kept pertaining to the number of students involved in disruptive behaviors. A monthly summary is presented in table 9.

Table 9

Number of Students Involved in Disruptive Behaviors by Month

September 1994 - February 1995

Behavior	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.
Talking	11	10	5	4	6	5
Fighting	3	0	0	0	0	0
Throwing	3	0	0	0	1	0
Running	1	0	0	0	0	0
Pushing	1	0	0	0	0	0
Off-Task	2	2	0	0	2	0
No Assignment	17	19	15	11	15	12

The intervention appears to have had a positive effect on the number of students involved in disruptive behaviors. The number of students involved in the disruptive behaviors of fighting, throwing, running, pushing, and off-task decreased by 100 percent. Table 9 also indicates that the number of students involved in talking and incomplete assignments decreased. Talking decreased by 55 percent and incomplete assignments decreased by 29 percent during the course of the intervention. The researcher concludes that there is a relationship between the decrease of students off-task and the decrease in the number of students involved in the behaviors of talking and incomplete assignments.

The researcher observed that when students were on-task they were less likely to disrupt the class with disruptive behavior. The researcher also observed that as the school year progressed the students became more familiar with the departmentalized

junior high setting. By being more familiar with the school setting and teacher expectations, the researcher believes that students may have found it easier to complete all of there subjects homework on time.

Throughout the intervention, the researcher kept daily anecdotal records concerning the number of disciplinary consequences. Information gathered over the six month time period is presented in table 10.

Table 10

Number of Disciplinary Consequences by Month

September 1994 - February 1995

Consequence	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.
Warning	28	15	7	4	7	7
Teacher to student talk	4	2	3	0	0	12
After school pass	2	2	0	0	2	0
Misconduct (Detention)	2	0	0	0	0	0
Sent to office	2	0	0	0	0	0
Parental contact (telephone/letter)	17	8	0	0	0	2
Conference/staffing	0	0	0	0	0	0

Table 10 indicates that the number of disciplinary consequences decreased over the span of the intervention. The number of warnings given to students concerning their disruptive behavior decreased by 75 percent. The number of after school passes with the researcher, and involvement with the principal or head teacher decreased by

100 percent. Parental contact either by telephone or letter decreased by 88 percent. Of particular note is that the number of teacher to student discussions increased by 300 percent over the course of the intervention. Further analysis of the researchers records showed that the increase was due to some students receiving disciplinary action more than once. This can be substantiated by looking at the number of students involved in disciplinary consequences in table 11 that follows.

Table 11

Number of Students Involved in Disciplinary Consequences by Month

September 1994 - February 1995

Consequence	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.
Warning	13	10	5	4	7	5
Teacher to student talk	2	1	2	0	0	5
After school pass	2	2	0	0	2	0
Misconduct (Detention)	2	0	0	0	0	0
Sent to office	2	0	0	0	0	0
Parental Contact (telephone/letter)	2	7	0	0	0	2
Conference/staffing	0	0	0	0	0	0

Table 11 indicates that the number of students involved in disciplinary consequences decreased as the intervention progressed over the school year. The number of students who received warnings regarding their disruptive behavior

decreased by 62 percent. The number of students who received after school passes with the researcher and required involvement with the principal or head teacher decreased by 100 percent. An increase was found in the number of students involved in teacher to student discussions. Table 11 indicates that there was a 250 percent increase from September 1994 to February 1995. Upon further analysis of the researcher's records, the increase was due to the fact that five students were involved in a disruptive behavior that required more than one disciplinary consequence. This coincides with Curwin and Mendler's (cited in Burke, 1992) report that five percent of the students cause the most problems in a classroom.

Conclusions and Recommendations (School A, Classroom W)

Based on the presentation and analysis of the data on the number of incidents and students involved in disruptive behaviors, the students showed a marked improvement in their behavior. The establishment of base groups and instruction of social skills needed to work cooperatively apparently transferred to the students' behavior. Formation of base groups combined with instruction of social skills enabled the students to work together effectively and efficiently. These skills were easily transferred to cooperative learning groups for science labs and activity based lessons. The researcher's instructional time pertaining to the teaching of social skills was greatly reduced. Thus, as indicated in table 9, the students had more time to work on assignments and were on-task more often.

Disciplinary actions took up less class time after the intervention was in place because more students were on-task. As indicated in table 9, fewer students were

involved in disruptive behaviors. Table 11 shows that before the intervention was in place, 46 percent of the students were involved in more than one disruptive behavior and 19 percent of the students acted appropriately. After implementation of the intervention, 19 percent of the students were involved in more than one disruptive behavior and 81 percent of the students acted appropriately. With fewer discipline problems the researcher was able to decrease the number of lessons taught through direct instruction and increase the number of activity based lessons using cooperative learning.

The researcher recommends that this intervention plan be used to improve student behavior and increase student motivation. When content material is presented to students in a challenging and non-threatening environment they respond by being on-task. Thus, engagement in the learning process increases and disruptive behavior decreases. This is particularly true of the junior high school student. The action plan outlined for School A, classroom W allows the junior high student to develop social skills, critical thinking skills, and a sense of belonging in an ever changing adolescent world.

If this plan were to be implemented in a classroom over an entire school year, the researcher recommends that the base group members be changed after approximately five months. At the end of the intervention period, the researcher noticed that new friendships had developed between base group members. Since a characteristic of the junior high school student is to be social, the researcher feels that talking could be curtailed with the establishment of new base groups. The researcher

does not believe that changing base group members mid-year would be disruptive to the classroom environment. The students have already acquired the needed social skills and have worked together during cooperative learning lessons. The researcher feels that changing the base groups would enable students to further enhance their social relationships by exposing them to a new group of students with different perspectives.

Historical Description of Intervention (School A, Classroom X)

The objective of this project was to motivate seventh grade students to appropriate behavior in the classroom. To accomplish this a more student-centered environment was attempted by the use of activity based lessons and cooperative group experiences. The base groups of four and five students that were established in classroom W during science class were not utilized during this fourth period mathematics class. Although this was the same class of students, the teaching style and planned lesson activities of the researcher were not conducive to the use of large groups.

During the first week of the implementation plan the class re-established classroom rules and consequences for their behavior. The "think-pair-share" (appendix Y) strategy was taught and practiced as a brainstorming and checking tool. During this activity students practiced speaking in quiet voices while sitting face-to-face with their partners. Quiet movement in and out of groups was also practiced. A discussion about each of the existing class rules (appendix Z) took place. A majority of the class members agreed that the rules from the beginning of the year were still

necessary and appropriate without alteration. As a consequence for breaking any of the rules, the class suggested adding a choice of writing the list of behavior expectations as an alternative to the written behavior reflection (appendix AA). This was added to the consequence list. The rewards category was unchanged.

At the beginning of each of the following units students indicated first, second, and third choices of classmates they would like to work with. To minimize the amount of time spent moving in and out of groups, seat assignments reflected the students' choices for partners and cooperative groups.

During the lessons pertaining to "whole number" and "decimal" multiplication and division, students stated standard algorithms for performing these operations. Since the rules for manipulating these numbers were already known by most of the students, practice exercises were provided. After solutions were written to the given problems, calculators were used to check answers. Calculators were used daily to practice exercises with large numbers and decimal numbers. Those students who exhibited difficulty with multiplication facts created their own "tables" to use when calculators were not available for at-home practice. The creation of charts and word problems to develop the students' understanding of this unit did not occur. Since most of the students had limited experience with calculators several class sessions were devoted to developing their ability to appropriately use the calculators and review "rounding" decimal numbers.

To motivate students' interest in the seventh grade Geometry unit, a paper-folding activity was chosen to examine and explore the properties of acute, obtuse,

right, complementary, supplementary, and vertical angles. Protractors and calculators were used as tools to find measures of angles. Triangles were drawn, cut out, and classified according to the measures of their angles. Quadrilaterals were drawn on grid paper according to oral directions given by the teacher. Listening skills and the students ability to follow directions were practiced during this lesson. Students practiced drawing regular polygons after developing a table for finding the pattern of angle measures in relation to the increasing number of sides of each polygon. After students practiced drawing plane figures they practiced finding the perimeter and approximate area of each by counting spaces on grid paper. Algorithms were developed from their experiences. String and counting activities were used to find the circumference and area of circles that were traced from everyday objects brought to class by the students. A daily discussion of practical uses for this information was incorporated into the lessons to give students an appreciation for the importance of these geometry concepts.

The "think-pair-share" cooperative activity was employed again at the beginning of the Fraction Unit. Students were asked to make a list of any words they could remember from last year's lessons about fractions and their operations. After four minutes students faced their partners and shared their lists. While comparing the terms, students were to discuss how each term was used and combine their ideas to one complete list. Five minutes were allowed for this segment. The process of comparing, discussing, and combining terms was then repeated with another pair. After five additional minutes, the reporters from each of the groups of four shared

their information in a class discussion led by the teacher. A master list of appropriate terms was kept on the board as groups shared their entries. This list was copied by each of the students. That day's assignment was to write a definition of each of the terms. This list was kept and used as a glossary during the unit. Students were shown several conceptual models of fractional parts and asked to create their own model. These models were used to develop language and algorithms appropriate to adding and subtracting fractions and mixed numbers.

The use of calculators, measurement tools, and other manipulative materials were incorporated whenever possible. A variety of projects and assignments were offered to students. They were to choose appropriate tasks that were correspondent to their individual learning styles.

Presentation and Analysis of Results (School A, Classroom X)

The data presented in the following table restates the original figures compiled in September and the additional data gathered during the intervention from October 1994 through February 1995.

Table 12

Number of Incidents of Disruptive Behaviors by Month

September 1994 - February 1995

Behavior	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.
Talking	72	52	39	21	15	66
Fighting	0	0	0	0	0	0
Throwing	3	1	0	2	0	2
Running	2	0	0	0	0	0
Pushing	1	2	2	1	1	3
Off-Task	3	1	0	2	2	3
No Assignment	110	94	70	45	58	95

Table 12 shows a marked decrease in the number of incidents of inappropriate talking observed by the researcher during four of the five months of data collection. The occurrences of throwing items, pushing, and off-task behaviors were inconsistent. According to the anecdotal records these particular behaviors were repeated by the same three students throughout the year. The number of missing assignments also decreased for the first three months of intervention activities. As noted in the "results" of classroom W the absentee rate for January, 1995 was very high and may have contributed to the number of missing assignments for this month.

Table 13

Number of Students Involved in Disruptive Behaviors by Month

September 1994 - February 1995

Behavior	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.
Talking	18	13	7	7	6	11
Fighting	0	0	0	0	0	0
Throwing	3	1	0	2	0	2
Running	2	0	0	0	0	0
Pushing	1	2	2	1	1	1
Off-Task	3	1	0	2	1	2
No Assignment	23	21	17	17	16	20

The data above reveals that the behaviors of several students in this class continue to provide a challenge for the teacher and on-task students to overcome. Table 13 shows a steady decline in the number of students who talk out loud and the number of students with missing assignments. In February seventy percent of the class disruptions were caused by only three students. Of these three most disruptive students in the class, one has transferred out, and the other two students have been seen by the social worker at various times. These two students have a history of disruptive and off-task behavior from prior years. One of the students has recently been diagnosed as having an attention deficit disorder and has begun taking medication. This students' behavior is now more frequently inappropriate and disruptive then it was in the previous time intervals.

Table 14

Number of Disciplinary Consequences by Month

September 1994 - February 1995

Consequence	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.
Warning	69	46	26	18	14	48
After class conference	28	14	11	9	6	27
Written behavior reflection or rules	6	1	3	0	1	0
Parent contact	5	1	2	2	0	3
Passes	2	14	13	9	9	18
Misconduct/sent to office	2	2	0	4	1	4
Conferences	0	1	0	1	0	0

The data presented in table 14 shows a corresponding decline of necessary consequences when aligned with the decline of incidents of disruptive behavior. Positive results were observed during the months of October through January. February's data indicates a negative change in students' motivation to appropriate behavior.

Table 15

Number of Students Involved in Disciplinary Consequences by Month

September 1994 - February 1995

Consequence	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.
Warning	18	13	7	10	6	11
After class conference	10	7	6	6	5	6
Written behavior reflection or rules	3	1	3	0	1	0
Parent contact	5	1	2	2	0	3
Passes	2	9	7	7	7	10
Misconduct/sent to office	2	2	0	4	1	4
Conferences	0	1	0	1	0	0

The number of students involved in disciplinary consequences from October through February is inconsistent from month to month. There is no discernible pattern of improvement recorded in the data shown in table 15.

Conclusions and Recommendations (School A, Classroom X)

As the above data indicates, the interventions of activity-based lessons and cooperative group experiences were not consistently sufficient to motivate all students to more appropriate behaviors in this Mathematics class. Though the students usually worked well within their groups, the teacher often found the class behavior too disruptive to initiate planned cooperative activities. The students were talkative and

unruly upon entering the classroom and were very difficult to focus on directions or "roles" for group members.

The interventions applied during the Mathematics class did not include the formation of base groups. Perhaps if base groups were employed in the same manner as they were in the science classroom results may have been more positive. However the goal of individual accountability for independent practice of the mathematics problems assigned to the students could not be insured with this intervention. If the researcher could develop a strategy to enable the use of base groups at the beginning of each class session positive results might occur. It is the intention of this researcher to continue the use of activity based lessons and cooperative group experiences as they have had some positive results.

The data presented by the teacher/researcher in the science classroom with this same class of students suggests a very positive result. The development of base groups with this class and the explicit practice of social skills has obviously motivated the students to appropriate behavior in the classroom. The productive behavior of the base groups has provided students with increased opportunities for cooperative learning experiences and enhanced motivation toward continued appropriate classroom behavior.

Historical Description of Intervention (School B, Classrooms Y and Z)

The objective of this project was to reduce the incidence of inappropriate, disruptive behavior within the classroom setting. Cooperative learning lessons and more hands on activities were selected to bring about the desired changes in behavior.

The language arts classes were used as a facility to teach basic social skills. Cooperative learning was employed once roles were mastered. The groups were established during the first few weeks of the school year and were maintained throughout the intervention. The original plan of intervention was for basic skills to be taught for the first ten minutes of each lesson, followed by the lesson. The teacher reviewed the basic skills and a base group practiced this skill for the class. By teacher/researcher observation after the first four weeks social skill instruction was narrowed to a gentle reminder before beginning cooperative lessons.

The basic social skills chosen for group work included: listening, encouraging, cooperating, sharing and respect for others. All of these goals were chosen with a gentler, happier school year as a goal. Lesson plans devoted to basic social skills can be found in appendices BB, CC, DD, and EE. Subject matter lessons were modified and cooperative skills emphasized in order to reinforce these skills and achieve the context objective. As these sixth grade junior high classes met together for the whole morning, the social skills lessons were employed in an ongoing process, mainly in language arts, but also with a focus, when appropriate, on all subjects covered in class time. The target behavior, that is improved social skills, was the goal of the class energy.

At the beginning of a new lesson, time was set aside to review basic social skills. As time went on, less time was needed, just gentle reminders. Before students assembled in groups, the lesson was explained completely, demonstrated when possible, and re-explained in order to afford the greatest chance for success. Stress

was placed on each student mastering the material and working with other members of their base group to master said material. Emphasis was placed on what it means to work in a team and the responsibilities of each team member.

Presentation and Analysis of Results (School B, Classrooms Y and Z)

In order to assess the effects on student behavior through the use of cooperative learning, a weekly behavior checklist was maintained throughout the intervention. This data was organized and completed by month and are presented in Table 16. A plausible explanation for fewer behaviors measured in School B than School A would be the students are together all morning as a class, therefore there is less disruption with the changing of classes such as occurs in School A. Also, these students are new to the junior high building so there is an element of unfamiliarity with surroundings to be considered.

Table 16

Number of Incidents of Disruptive Behaviors by Month

September 1994 - February 1995

Behavior	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.
Excessive Talking	30	30	29	25	25	25
Off-Task	7	9	12	9	13	9
Missing Assignments	8	11	10	7	7	5

Of the incidents of disruptive behavior recorded by the researcher over the six month time period, 18 percent were related to academic tasks; 60 percent dealt with talking in the classroom; 22 percent were factors that disrupted the learning process and kept students off task. Class records indicate that 18 percent of the students are responsible for these disruptions while 82 percent acted appropriately and cooperated within the classroom setting. There was a mild decrease in "excessive talking" and "missing assignments" but an increase in "off-task" behaviors.

Table 17

Number of Students Involved in Disruptive Behaviors by Month

September 1994 - February 1995

Behavior	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.
Talking	5	6	10	10	9	9
Off-Task	4	5	7	6	9	6
Missing Assignments	7	4	7	6	4	4

The intervention appears to have had very little consequence on the disruptive behaviors of talking and being off task. Missing assignments showed a slight improvement which could be a direct result of cooperative lessons and positive student interaction. The researcher observed that as the school year advanced the students became better informed about what was expected of them, resulting in a slight decrease in missing assignments.

The researcher kept anecdotal records concerning the disciplinary consequences for the same six month period. The results are summarized, according to the number of incidents and type of consequences as presented in Table 18.

Table 18

Number of Disciplinary Consequences by Month

September 1994 - February 1995

Consequence	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.
Warning	9	9	9	7	8	6
Teacher to student talk	4	4	5	4	6	4
After school pass	1	0	0	0	0	0

The number of disciplinary consequences, as noted in Table 18, that is warnings and teacher to student talks, remained fairly constant throughout the six month period of time. Of that number of incidents, 63 percent were warnings to students concerning their disruptive behavior; 36 percent were teacher to student contact; one percent dealt with after school detention. The anecdotal records reveal that 100 percent of the students who acted inappropriately received one or more disciplinary consequences. Those behaviors linked with academic work, off-task, and excessive talking show little change after six months.

Table 19

Number of Students Involved in Disciplinary Consequences by Month

September 1994 - February 1995

Consequence	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.
Warning	9	9	9	7	7	5
Teacher to student talk	4	4	5	4	5	4
After school pass	1	0	0	0	0	0

Table 19 denotes that the number of students involved in disciplinary consequences had little change as the intervention advanced over the said six months. Teacher to student talks with said students notes that most want to conform, they just don't seem to know how. In analyzing the researchers records and observations, while there was little change in disruptive behaviors, the level of student enthusiasm and participation was recognized and acknowledged to said students.

Conclusion and Recommendations (School B, Classrooms Y and Z)

According to the data presented on inappropriate behavior and its consequences, it can be concluded that said intervention appears to have had a minimal effect on the students' behavior. While the tables presented do not show a marked decrease in disruptive behavior, this could be attributed to lack of maturity, adjustment to the junior high setting and an emerging but yet undefined self-image.

The social skills learned during cooperative lessons helped to make the classroom a gentler, happier place to be. While inappropriate behavior did not decrease significantly, teacher/researcher observation notes that most of the students enjoyed cooperative learning and appear to be conscious of and trying to improve their behavior.

Student cooperation within the classroom setting showed a definite improvement by teacher observation. These basic social skills taught and modeled through cooperative learning seemed to have a slight positive effect on the inappropriate behavior. The students missing assignments and excessive talking showed a slight decrease. The cooperative nature of this project and the positive effect of peer pressure seems to have positively affected their behavior somewhat.

It is this researchers recommendation that the teaching of social skills through cooperative learning, while valuable at any stage of growth, would appear to benefit all students if it is introduced as early in education as possible. These basic social skills need to be reiterated on a constant basis until they become part of the behavior code of students. Teaching these skills through cooperative learning is one of the most affective ways for students working together as equals to accomplish something that will benefit all of them. Even though behavioral changes were minimal, it was observed that students greatly enjoyed cooperative learning activities, thus supporting this intervention.

Final Conclusion

The three teachers who participated in this action research project observed several common situations across all four classrooms. Perhaps the most poignant finding was that talking at inappropriate times was the most frequently documented disruptive behavior. As adolescents begin to become more social they do not have the maturity to practice self control. When they have something to say they feel compelled to say it immediately without regard to others' needs.

Many disruptions of classroom activities were caused by excessive or inappropriate talking. When cooperative groups and/or base groups were implemented, students were given opportunities to talk with their group's members in a more productive environment. As students experienced positive peer interaction they remained on-task and created a more effective learning environment.

Another common observation was the chronic problem of missing or incomplete assignments. As students interacted positively in classroom groups and activities, they were more often able to complete assignments in a timely manner. The seventh grade students in School A developed the ability to interact with each other in a positive way more consistently than the sixth grade students in School B. Since the demographics of both schools were similar, the discrepancy may be due to age and readiness for adolescent socialization.

All three teacher/researchers agreed that the implemented interventions were worthwhile pursuits in a junior high setting. When given the opportunity, students did respond positively to interactive activity. Throughout this project the researchers'

results coincided with the information found in existing literature.

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APPENDICES

APPENDIX A

BEHAVIOR CHECKLIST

DAY/DATE	STUDENT	BEHAVIOR	NUMBER OF DISRUPTIONS	NUMBER OF INCOMPLETE ASSIGNMENTS	TEACHER REACTION AND/OR RESPONSE

APPENDIX B

SUMMARY--BI-WEEKLY BEHAVIOR

TYPES OF BEHAVIOR	NUMBER OF STUDENTS	NUMBER OF DISRUPTIONS	NUMBER OF INCOMPLETE ASSIGNMENTS

APPENDIX C

SUMMARY

ANECDOTAL RECORDS

TYPES OF CONSEQUENCES	NUMBER OF CONSEQUENCES
Passes	
Misconducts	
Parental Contact (Telephone/letter)	
Conferences/Staffing	
Note to Teacher	
Other:	

APPENDIX D

DISRUPTIVE BEHAVIOR OF SIXTH GRADE STUDENTS

Name	Talking	Touching Kicking	Throwing Items	No Work	Other	Passes	Misconducts

APPENDIX E

September, 1994

Dear Parents and/or Guardians:

In an effort to better understand the social and learning styles of junior high students, a brief survey will be given in either your child's math or science class. The purpose of this survey is to help the teacher prepare more motivating activities in these subject areas. Questions will pertain to the frequency of meeting with friends and their attitude towards classroom activities. If you feel that you do not wish your son/daughter to partake in this survey, please sign the bottom portion of this letter and have your child return it to school. We will make other arrangements for your son/daughter while the survey is being taken.

Please keep in mind the results of this survey are confidential no student will be identified. Students' grades and treatment in class will not be affected if permission is not given.

Thank you for your cooperation. If you have any further questions, please feel free to contact us at school.

Sincerely,

Ms. Lucille Albright
Mrs. Gayle Panos

I do not wish my child _____ to partake in the above mentioned
Name
survey.

_____
Parent/Guardian Signature

Please return to school by: _____

APPENDIX F

September, 1994

Dear Parents and/or Guardians:

In an effort to better understand the social and learning styles of junior high students, a brief survey will be given in your child's language arts class. The purpose of this survey is to help the teacher prepare more motivating activities in this subject area. Questions will pertain to the frequency of meeting with friends and their attitude towards classroom activities. If you feel that you do not wish your son/daughter to partake in this survey, please sign the bottom portion of this letter and have your child return it to school. I will make other arrangements for your son/daughter while the survey is being taken.

Please keep in mind the results of this survey are confidential no student will be identified. Students' grades and treatment in class will be affected if permission is not given.

Thank you for your cooperation. If you have any further questions, please feel free to contact me at school.

Sincerely,

Mrs. Sharon Mundo
Graduate Student-St. Xavier University

Mrs. Eileen Barnes
Mrs. A. Brachman

I do not wish my child _____ to partake in the above mentioned
Name
survey.

_____
Parent/Guardian Signature

Please return to school by: _____

APPENDIX G

SOCIAL AND MOTIVATIONAL SURVEY

1. How many people would you consider to be your good friend?

   _____ girls _____ boys

2. How many times per week do you see your friends outside of school?

   _____ per week

3. What kinds of activities do you do with your friends?

4. Where do you see your friends?

5. Do you prefer working alone or in cooperative groups?

   _____ alone _____ cooperative groups

6. What kind of classroom activities are most interesting to you?

APPENDIX H

T-CHART

Looks Like	Sounds Like

APPENDIX I

DAILY ASSIGNMENT SHEET

DAY	DATE	ASSIGNMENT

APPENDIX J

DAILY TEAMWORK PROCESSING SHEET

DAY	DATE	PLUS "+"	MINUS "-"

APPENDIX K

DEBRIEFING FORM

DIRECTIONS: As a group circle 4 - 5 ideas that best indicate how well you functioned as a group.

Shared materials	Great job	Great partner
Shared ideas	Not the best	Want new partner
Silence	Hitchhiker	Good listeners
Quiet voices	Dominator	Took turns
Loud voices	Disagreement	Had "think time"
Stayed with partner	Agreement	Creative
Left group	Learned a lot	Proofread
Everyone learned	Proud of answer	Check our work
Wasted time	Not satisfied	Fill in others:
Stayed on task	Support	_____
Needed more time	Compliments	_____
Needed less time	Encouragement	_____

APPENDIX L

SANDTRAP

I AM GOING TO PICK FIVE PLACES IN THE ROOM WHICH WILL BE CALLED SANDTRAPS.
(PICK FIVE PLACES IN THE ROOM AND TAPE UP NUMBERED CARDS).

NEXT ONE INDIVIDUAL WILL BE PICKED TO BE THE CALLER. THIS PERSON WILL SIT IN THE FRONT OF THE ROOM, FACE THE BOARD AND COVER HIS/HER EYES. (THE CALLER DOES NOT GET TO LOOK AT ANY TIME DURING THE GAME.)

THE REST OF THE PLAYERS WILL QUIETLY WALK TO A SANDTRAP WHEN TOLD TO DO SO. STAND NEAR THE NUMBER AND NOT IN BETWEEN TWO SANDTRAPS (SO THAT WE KNOW WHICH SANDTRAP YOU ARE IN).

WHEN I SAY "READY", GET TO THE CLOSEST SANDTRAP. REMEMBER TO DO SO QUIETLY.

WHEN I SAY "CALL", THE CALLER IS GOING TO CALL OUT A SANDTRAP NUMBER 1-5.

IF YOU ARE STANDING IN THAT SANDTRAP, QUIETLY SIT DOWN. REMEMBER THE CALLER WILL BE LISTENING FOR THE MOVEMENT OF THOSE STILL STANDING.

WHEN I SAY "MOVE AROUND", YOU CAN EITHER MOVE TO ANOTHER SANDTRAP OR STAY WHERE YOU ARE.

AGAIN I'LL SAY "READY" AND WHEN EVERYONE IS STILL, I'LL HAVE THE CALLER CHOOSE AGAIN.

WHEN THERE ARE FIVE OR LESS PLAYERS LEFT IN THE GAME, THERE WILL BE ONE PLAYER PER SANDTRAP. THAT WAY WE WILL BE SURE TO GET A WINNER.

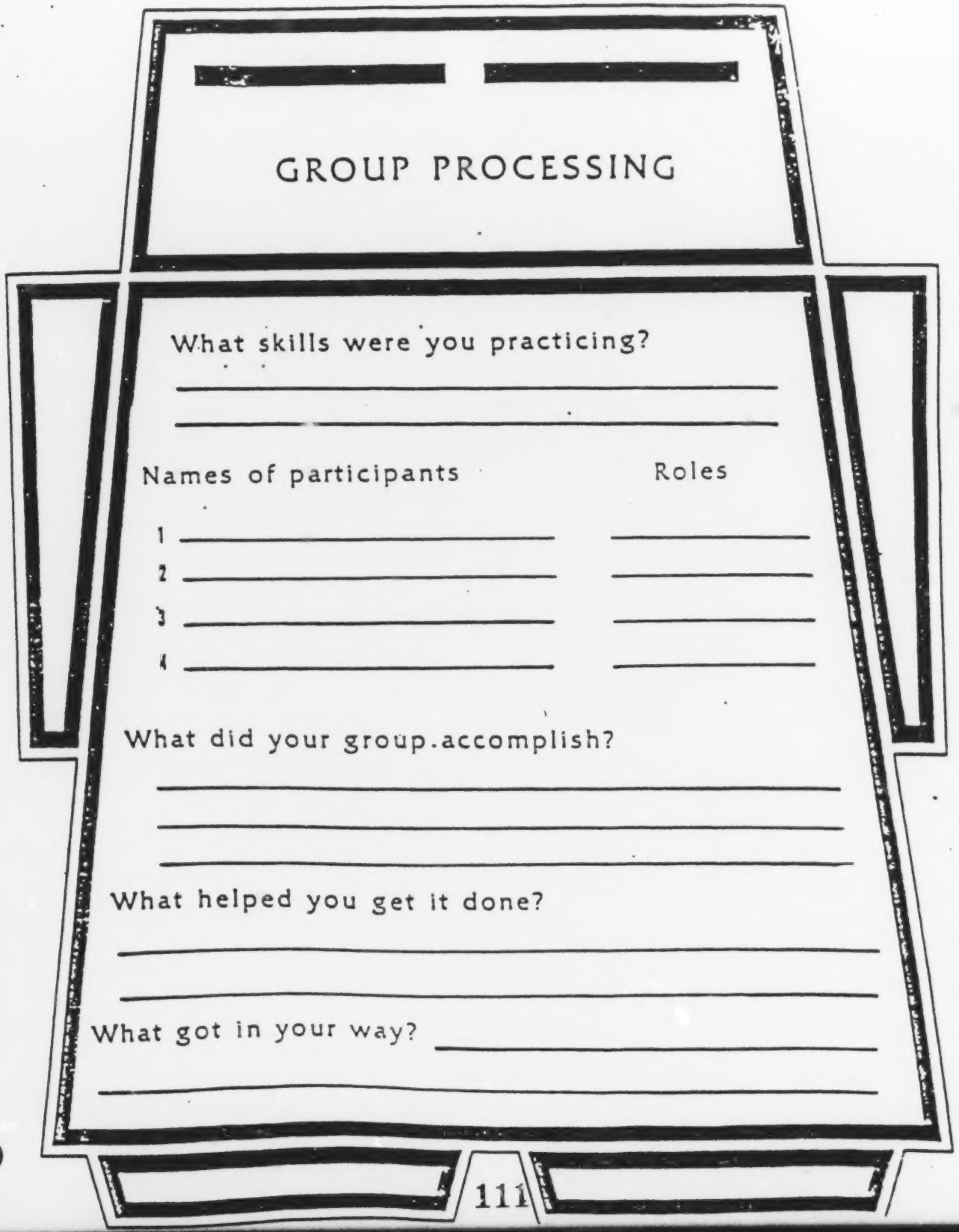
REMEMBER THE OBJECT OF THE GAME IS TO BE QUIET. PLEASE DO NOT STAMP YOUR FEET AND MOVE TO ANOTHER SANDTRAP. DO NOT RUN, CRAWL, OR SQUAT DOWN.

APPENDIX M

CONFLICTS

WHO	WHAT	RESOLUTION

APPENDIX N



GROUP PROCESSING

What skills were you practicing?

_____

_____

Names of participants Roles

1 _____ _____

2 _____ _____

3 _____ _____

4 _____ _____

What did your group accomplish?

_____

_____

_____

What helped you get it done?

_____

_____

What got in your way? _____

_____

APPENDIX O

PMI CHART

P (Pluses)	M (Minuses)	I (Interesting)

APPENDIX P

MRS. POTTER'S PROCESSING QUESTIONS

1. What were you supposed to do?

2. What did you do well?

3. What would you do differently next time?

4. Do you need any help?

APPENDIX Q

GROUP PROCESSING

What skills were you practicing?

Names of participants	Skills
1.	
2.	
3.	
4.	
5.	

What did your group accomplish?

What helped you get it done?

What got in your way?

APPENDIX R

Upper Elementary/Junior High

Analysis

Put an X on the line where you think you or your group performed on social skills in today's lesson.

1. I encouraged others.

ALWAYS _____ NEVER

2. I followed directions.

ALWAYS _____ NEVER

3. I responded to others' ideas.

ALWAYS _____ NEVER

4. We encouraged everyone in our group.

ALWAYS _____ NEVER

5. We followed directions.

ALWAYS _____ NEVER

6. We responded to others' ideas.

ALWAYS _____ NEVER

Goal Setting

Fill in the blanks with a word or phrase that you feel best completes the sentence.

The social skill I will practice more consistently next time is _____

_____. I will do this by _____.
(three specific behaviors)

_____, and _____.

APPENDIX S

School A, Classroom W -- Homework Policy

Rules

1. Homework will be completed and turned in on time.

2. All homework will be checked by the teacher.

3. If absent, homework must be completed upon returning to school using the following guideline:
   One day absent - one day to complete assignment
   Two days absent - two days to complete assignment

4. Homework will be graded as follows:

   a. 100 percent for homework that is complete and corrected during the class discussion.

   b. Homework will go down one grade if it is not corrected during the class discussion.

   c. Incomplete assignments may be done during the class discussion for 50 percent.

   d. Chapter review questions, quizzes, and tests will be graded by the teacher.

Rewards

1. Completed homework that does not need to be corrected will be called a "perfect 100." A star will be placed by the person's name on the incentive chart. A person receiving five stars will earn one homework pass.

2. Homework passes may be used for any assignment except chapter review questions, quizzes, tests, products, or labs.

Consequences

1. Late homework may only be turned in up the chapter test for 50 percent. If homework is not turned in on the test day, the student will receive a zero for any incomplete assignment(s).

APPENDIX T

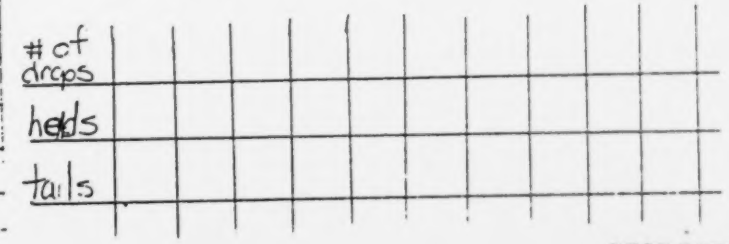
Penny Lab

# of Drops Heads	# of Drops Tails

	Name		
	Total	Heads	Tails
Range (least to high)			
Mean (average)			
Mode (most common)			
Median (middle)			

size order - Heads _____

size order - Tails _____



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APPENDIX U

Metric Measurement

Instructions

Set up the six work stations before class. Have each student complete the practicum alone, rather than working in a group. In order to facilitate this procedure, you may want to have a selected number of students perform the practicum on one day, then change the work stations somewhat so that the next group of students can perform the practicum on another day without being able to utilize the first group's results. Repeat this procedure until all students have gone through the practicum.

At each work station, provide instructions on what measurement procedure is to be performed. After a specified amount of time, have students rotate to the next station, taking with them their recorded results. When each student has been to each station, ask if any students want to return to a particular station to complete their work. Make sure they know that they must hand in their work by the end of the class period. Naturally, you will have to complete the entire practicum yourself first so that you know the correct answers for each work station in advance and so that you know how much time to allow for each rotation.

Work Stations

Station 1: Set up a triple-beam balance. Provide students with three objects of different sizes. Ask students to record the mass of each object to within 0.1 gram.

Station 2: Provide a graduated cylinder and three beakers filled with water. Each beaker should contain water of a different color and of a different volume. Ask students to record the volume of water in each container. Make sure they return the water to its original containers after each measurement and before they leave the station. *Note:* You can substitute flasks or other containers for beakers if you wish.

Station 3: Provide a metric ruler and at least three objects of different sizes. The objects should be square or rectangular in shape. Ask students to measure the height, width, and length of each object. Then ask students to record the volume of each object.

Station 4: Provide a thermometer and a beaker filled with ice. Ask students to place the thermometer in the beaker and to measure the temperature readings on the thermometer every minute for five minutes. If the ice begins to melt, pour out the water and replace the ice immediately after a student leaves the station. *Note:* Instruct students to hold the bulb of the thermometer in their hand to raise its temperature before leaving the station.

Station 5: Provide a graduated cylinder, a beaker filled with water, and two irregularly shaped objects. Stones or pebbles work well as the objects. Make sure they are of different masses. Ask students to record the volume of each irregularly shaped object.

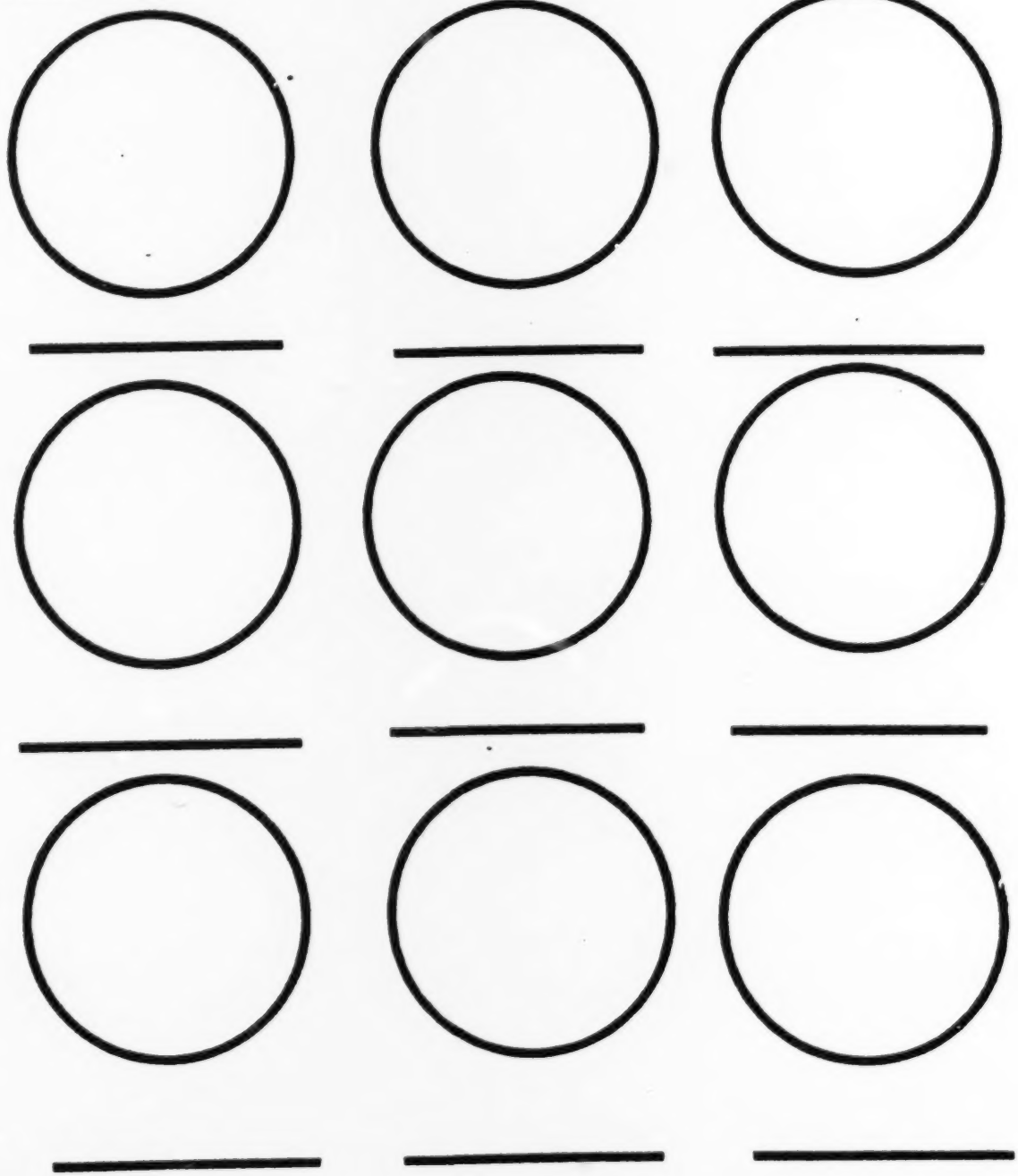
Station 6: Provide a graduated cylinder, a beaker filled with water, two irregularly shaped objects, and a triple-beam balance. Ask students to find the density of each irregularly shaped object.

APPENDIX V

Name_____
Date_____
Period_____

Microscope Lab Investigation Data sheet

Power_____ Power_____ Power_____



APPENDIX W

Name _____ Class _____ Date _____

Chapter 14 Using Science Skills: Making predictions

Which Blood Groups Can You Safely Mix?

In this activity, you will learn what blood groups can be safely mixed together. Fill four cups about 1/2 full with water and label them as follows: Group A, Group B, Group AB, and Group O. Leave the fifth cup empty and label it "Patient." Add some red food coloring to cup A, blue food coloring to B, and equal amounts of red and blue food coloring to cup AB. Do not put any food coloring in cup O.

Pour a small amount of liquid from one of the four groups into the cup marked "Patient." The patient now has that group of blood and needs a transfusion. To perform the transfusion, use a medicine dropper to transfer "blood" from any of the four groups to the patient cup. As long as the liquid in the patient cup does not change color, the transfusion is safe. If a color change does occur, record the mixing as unsafe. Then, rinse out the patient cup before running the next test.

Example: Pour Group A liquid into the patient cup. If you add Group O liquid to a Group A patient, no color change occurs. It remains red. Therefore, a Group A individual can safely receive Group O blood. However, if you add Group B liquid to the Group A patient, the color changes from red to blue-red or purple and is not safe.

Record your results in the following chart.

Patient	Group A	Group B	Group AB	Group O
Group A				
Group B				
Group AB				
Group 0				

APPENDIX X

BODY SYSTEM -- PROJECT

SKELETAL SYSTEM -- Draw and label the skeletal system (pg. 277) Vertebral column (pg. 279); structure of bone (pg. 280); four types of joints (pg. 282).

RESEARCH:
- Axial skeleton
- Appendicular skeleton
- Structure of bone
- Types of joints
- Largest and smallest bones in the body

MUSCULAR SYSTEM -- Draw and label the muscular system (pg. 284) Tendons (pg. 285); three types of muscles (pg. 285); contractions of muscles (pg. 287).

RESEARCH:
- Types of muscles (skeletal, smooth, cardiac)
- Voluntary and Involuntary muscles
- Action of muscles - reflex

DIGESTIVE SYSTEM -- Draw and label the digestive system (pg. 304) Mouth (pg. 300); stomach (pg. 303); liver (pg. 305).

RESEARCH:
- Function of the mouth
  a. chemical and mechanical digestion
  b. taste buds
  c. epiglottis
  d. esophagus
- Stomach
- Small and large intestine
- Liver
- Pancreas

NERVOUS SYSTEM -- Draw and label the nervous system (pg. 354). Neuron (pg. 356); brain (pg. 360); eye (pg. 366); ear (pg. 368); skin (pg. 370).

RESEARCH:
- Neurons
- Nerve impulses
- Central Nervous System
  a. brain - cerebrum, cerebellum, brain stem
  b. spinal cord
- Peripheral Nervous System
  a. reflexes
- Autonomic Nervous System
- Senses (vision, hearing - balance, touch, taste, smell

APPENDIX X CONTINUED

ENDOCRINE SYSTEM -- Draw and label the endocrine system (pg. 372)
Pituitary (pg. 375); parathyroids (pg. 376); adrenal glands (pg. 378); pancreas (pg. 379).

RESEARCH: Hypothalamus
Pituitary
Thyroid
Parathyroids
Adrenal
Pancreas
Sex Glands

CIRCULATORY SYSTEM -- Draw and label the circulatory system (pg. 317).
Heart (pg. 318); artery, capillary, and vein (pg. 321); cross section of a cut (pg. 325).

RESEARCH: Circulation through the heart
Arteries
Veins
Capillaries
Red Blood Cells
White Blood Cells
Blood Groups

RESPIRATORY SYSTEM -- Draw and label the respiratory system (pg. 338)
Vocal cords (pg. 339); cross section of lung (pg. 341).

RESEARCH: Nose
Throat
Trachea
Lungs
Mechanics of breathing

EXCRETORY SYSTEM -- Draw and label the excretory system (pg. 345)
Kidney (pg. 344); skin (pg. 346).

RESEARCH: Kidneys
Ureter
Urinary bladder
Skin - layers, glands, pores

Appendix Y

"THINK-PAIR-SHARE" STRATEGY

1. Students are directed to reflect and write about given topic. A time limit is usually provided.

2. When initial task is completed students turn to a partner and share their ideas. During this time their two lists are combined and refined.

3. Each pair now joins another pair of students to again share ideas, combine lists, and refine them.

4. Each group's selected reporter shares the groups list with the whole class and a general list or graphic organizer is completed.

APPENDIX Z

CLASSROOM "X"

CLASSROOM RULES

1. Come to class with books, supplies and assignments.
2. Keep hands, feet, and objects to oneself.
3. Raise hand to be recognized before speaking.
4. Follow directions of the teacher.

CLASSROOM CONSEQUENCES

1. Warning
2. After class conference with teacher.
3. Written behavior reflection or rules.
4. Phone conference with parent.
5. After school pass or misconduct.

CLASSROOM REWARDS

1. Free time
2. Study time
3. Game time
4. Homework passes

Appendix AA

BEHAVIORAL REFLECTION

Think about how your behavior is disrupting the learning in this class.

Desribe how this behavior effects the class.

_____

_____

_____

What happened to cause this behavior?
(Tell your side of the issue.)

_____

_____

_____

What behavior could you have chosen that would be more appropriate? (What other way could you have solved the problem?)

_____

_____

_____

Name_____ Date_____

8th Period Room Number_____ Homeroom _____

Please return this completed reflection to me before the end of the day.

Mrs. Albright Room 403

APPENDIX BB

School Ideas From Kids

Kindness Counts

We hear so much about violence in our country today. We need to think about and act out the other side of things ... kindness.

The Mini Page asked some kids in the Harrisburg, Pa., area for their suggestions for a happier, gentler school year. Study this idea list and save it for a week or two. As you do some of these kind things, put a check in the block.

You'll have ideas of your own. Keep a diary of your own acts of kindness. Discover for yourself that your acts of kindness count. Practice helps!

Photo courtesy Patriot-News, Jesse Dukes

Acts of kindness toward other kids

Do:

- ☐ call someone by his or her first name.
- ☐ make fighting a nonpossibility.
- ☐ make someone feel better when he's hurt or sad about something.
- ☐ play with a new kid and help her make friends so she won't be lonely.
- ☐ stand up for your classmates.
- ☐ respect others' rights and property.
- ☐ share your stuff.
- ☐ **help someone with her work if she is having trouble understanding it.**
- ☐ pass out compliments.
- ☐ play with left-out kids.
- ☐ tell someone what he missed if he was absent.
- ☐ be quiet so others can concentrate.
- ☐ talk to others about their problems.
- ☐ be polite and listen when someone is telling you something.
- ☐ treat others the way you would like to be treated.
- ☐ hold doors for kids whose hands are full.
- ☐ appreciate a friend.
- ☐ help someone pack up so he won't miss a bus.
- ☐ give someone the ball if you get it during phys ed.
- ☐ hold a younger kid's hand when walking to and from school.

Don't:

- ☐ hurt feelings and make others cry
- ☐ talk about people behind their bac
- ☐ spread rumors.
- ☐ make fun of others if they have special needs.
- ☐ pick on or boss people around.
- ☐ tease people even if they tease you
- ☐ start an argument.
- ☐ laugh if others are disciplined.

Say:

- ☐ "Please," "Thank you," "Good wor "Nice try" or "Congratulations."

If someone does something wrc say, "It's all right."

The Mini Page thanks Carol Conrad, NIE coordinator, The Patriot-News, Harrisburg, Pa.; Barb Marinak, reading consultant, and students at West Hanover School, Central Dauphin School District; Elaine Wilson, supervisor of special projects, and studen at Crossroads and Lemoyne Middle, Hillsi Fairview and Rossmoyne schools, West Shore School District.

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By BETTY DEBNAM

APPENDIX CC

A Kid's Checkup on Kindness

Toward your principal

- ☐ Listen to their announcements on the loudspeaker.

Do:

- ☐ give them a good smile.
- ☐ when they talk to you, look them in the eye.
- ☐ run errands for them.
- ☐ be quiet in assemblies.
- ☐ behave properly so that all trips to the office are good.

Say:

- ☐ "How is your day?" "Hello" and "Goodbye."

Don't:

- ☐ act up or damage school property or library books.
- ☐ let them learn your name for the wrong reasons.

Kindness counts. Put a check when you do one of these kind acts.

Toward your teachers

Do:

- ☐ give them a smile to cheer them up.
- ☐ give them a hug if they are having a bad day.
- ☐ act your age.
- ☐ say nice things to them every morning.
- ☐ give them apples and flowers.
- ☐ come to class prepared.
- ☐ help take down and put up bulletin boards and decorations.
- ☐ write them thank-you notes.
- ☐ study and pass tests.

- ☐ Give them nice compliments.

- ☐ listen to directions the first time.
- ☐ volunteer more often.
- ☐ do your best in everything.
- ☐ be good even if it is near the end of the year. A teacher's job is very hard.
- ☐ show respect.
- ☐ follow the rules.
- ☐ give them good papers and close attention.
- ☐ laugh when they make jokes.
- ☐ help keep the room clean.

Don't:

- ☐ go to the bathroom unless it's necessary.
- ☐ talk or whisper while the teacher is speaking, because she probably wants to teach you something.
- ☐ call out. Raise your hand when you want to speak.
- ☐ make them send you to the office.
- ☐ argue or talk back. Teachers have feelings, too.

To do: Look through your newspaper for ideas about kind things you might do for someone in trouble.

Next week: The Mini Page celebrates Hispanic American Month (Sept. 15-Oct. 15) with the first in a two-part series.

To do: Practice random acts of kindness!

Practice "random acts of kindness." When you see a chance to be kind ... JUST DO IT.

You'll like the good feeling you have when you do something just to be kind, with no reward expected.

Kindness counts

- ☐ Make a list of the acts of kindness that you see other people doing. Try them out yourself.

- ☐ Make a list of the acts of kindness you could do for each family member. Practice them.

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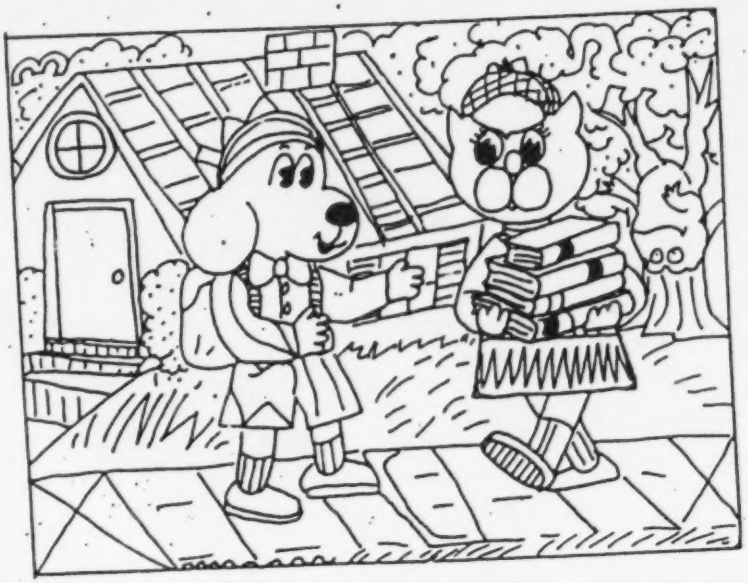
APPENDIX DD

Mini Spy . . .

Mini Spy is being helped by Basset Brown on her way to the library. What a kind thing to do! See if you can find:



- letter O
- acorn
- number 7
- kite
- frog
- dustpan
- letter X
- comb
- tooth
- word MINI
- lips
- ladder
- number 3
- banana

APPENDIX EE

BASSET BROWN THE NEWS HOUND'S

KINDNESS

TRY 'N FIND

Words that remind us of kindness are hidden in the block below. Some words are hidden backward or diagonally. See if you can find: KINDNESS, HELP, CARRY, PEOPLE, WORK, COURTEOUS, FRIENDS, MANNERS, GOOD, CHEER, NICE, LEND, TUTOR, SHARE, PLAY, RESPECT, TALK, CLEAN.

P M N I C E B T J E E R A H S
C E A P L E H U W C R K G K T
D M O N U Z D T O L E I O P G
E N V P N A E O R E S N O L C
T A L K L E L R K A P D D A L
R E E H C E R E F N E N P Y Q
F R I E N D S S N G C E Q W S
Y R R A C H R X B D T S F H N
I S U O E T R U O C S S Y C Y